



COVENANT CLASSICAL SCHOOL
IN ALL THINGS CHRIST PREEMINENT

PARENT AND STUDENT HANDBOOK

Dear Families,

It is a great privilege to serve your family as partners in education. This handbook is designed for Covenant School students and their parents. Please read it carefully and keep it where you can easily refer to it throughout the school year. While most of the information contained here will not change this year, keep in mind that needs in the school might dictate an occasional adjustment. Should this occur, every effort will be made to publish any changes in a timely manner. Please take the time to read and to discuss the handbook with your child in order to be a fully functioning participant in the community of Covenant Classical School.

In Christ,

Brent Stevens
Head of Upper School

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Head of Grammar School

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1. Mission and Identity

1.1. Mission Statement

Covenant Classical School's mission is to train our students to live and think according to a biblical, Christ-centered worldview. We accomplish this by partnering with parents to provide a rigorous, classical education that instills a lifelong love of learning.

1.2. Vision Statement

In all things Christ preeminent (Col. 1:18).

1.3. General Philosophy

A Christian classical education provides a unique and time-tested approach to teaching and learning that has produced some of the most influential Christian leaders in the history of the church. It is our desire that Covenant Classical School (CCS) train students to become mature, wise, and eloquent Christian leaders in our own generation. Our goal is to equip them with the tools to engage the world for the cause of Christ and to articulate the Christian message persuasively, with clarity, conviction, integrity, and humility. We also strive to furnish students with an understanding of how to love their neighbor and serve others for the glory of God. CCS believes that the best way to pursue this noble vision is through a Christian and classical education.

1.4. Christ-Centered Education

Covenant Classical School exists to provide an education that makes Christ preeminent in all things. The phrase, "In all things Christ preeminent," is the encompassing vision of CCS. It is drawn from the first chapter of Colossians, which demonstrates the superiority of Christ over idols and false teaching. As the apostle Paul sought to persuade the Colossians of the excellency of Christ, we also desire to extol His glory in everything we pursue. Maintaining a distinctly Christ-centered focus at CCS impacts our educational philosophy by informing our understanding of human nature, providing a framework for knowledge, and establishing our educational goals.

First, being Christ-centered at CCS informs our educational model by providing a solid foundation for understanding human nature. The Scriptures teach that man was created in the image of God and is thus infused with a desire to know and worship (Gen. 1:26). However, because of sin, man's ability to understand truth and worship God is marred and misguided (Eph. 4:17-18). Man is made for worship and communion with his Maker, but he is a sinner. Both of these, creation in the image of God and the sinfulness of man, inform our educational practice. Because man is made to know and to worship God, we direct all our educational goals around this ultimate purpose. However, because of the sinfulness of man, we know that discipleship and learning will be a struggle. We will continually be in conflict with the flesh. Understanding this basic premise about the nature of humanity is essential to our view of education. It compels us to be gospel-oriented, teaching students who man is, why he needs Christ, and how he can live in peace and fellowship with God and man.

Second, Christ-centered education means CCS has a crucial framework for properly understanding knowledge. Solomon said, "The fear of the Lord is the beginning of knowledge" (Prov. 1:7). The starting point of knowledge is relational. It begins with a humble submission to the Lord. The relational aspect of knowledge is far reaching. Knowledge is not simply the cognitive acquisition of information. Rather, knowing Christ is a prerequisite for properly understanding Truth. The apostle Paul expresses this in Ephesians when he states that the Gentiles, who had rejected Christ, became "futile in their thinking" and

“darkened in their understanding” (Eph. 4:17-18). In contrast, the Scriptures teach that when persons submit themselves in reverence and fear to the Lord, they are enlightened with understanding and wisdom; they know Truth in the person of Christ (Col. 1). It is our aim to cultivate that disposition of honor in our students so that they live wisely and demonstrate true knowledge (Jn. 17:3).

The Christian understanding of knowledge also implies that all truth is an integrated whole. Therefore, subjects are not compartmentalized or isolated from one another. Rather, we strive to see all of reality through the perspective of God’s sovereignty and providence over all things. Christ is the Logos, the unifying and synthesizing truth in the diversity of human experience (Jn. 1). He is the centerpiece of history, the Creator of the universe, the Redeemer of mankind, and the Sustainer of all things. He speaks through all of creation to teach us who He is so that we may glorify Him in all things.

Finally, a Christ-centered education means that the person of Christ is our educational ideal. Education is ultimately about who we are as human beings and not what we “do” for a living (our vocation); it is about who we become, not what skill we can perform. Therefore, our educational goals are rooted in a person, Jesus Christ. Jesus is the full expression of what it means to be human and thus is the ultimate aim of education. He is Truth and Wisdom incarnate. In Christ, the apostle Paul says, are “all the treasures of wisdom and knowledge” (Col. 2:8). He embodies Truth and virtue. Therefore, we seek to conform our lives, our families, and our school to knowing Him and being like Him.

Christ-centered education at CCS can be thought of in three ways:

Content

Given that all truth is God’s truth and all of reality is the creation of God, at CCS we teach a variety of subjects all of which reveal the nature and glory of God. Furthermore, the Scriptures are the infallible revelation of God’s truth. Therefore students at CCS consistently learn and memorize passages of Scripture. They read the Bible, study church history, and take theology and philosophy courses.

Method

At CCS, we seek to “take every thought captive” for Christ (2 Cor. 10:5). This means that we aim to shape our curriculum and instruction by the reality of God’s Truth. History, science, literature, math, the arts, and every other subject are taught from a Christian worldview. Because Christ is Lord, everything within the school is a teaching method, an opportunity to instruct students in the ways of the Lord.

Disposition

Disposition simply means the character and presence of the teacher. It is our goal as teachers to incarnate Christ for our students by being a living example of the truths we profess. We seek to create an atmosphere of grace and love that demonstrates our faith. At CCS, we believe that often the most persuasive and powerful instruction is demonstrated by a life well lived.

1.5. Classical Education

CCS stands firmly in the Great Tradition of classical and Christian culture. The rich inheritance of Western literature, languages, ideas, and educational principles are vital to our mission. Classical education means we are seeking to cultivate wisdom and virtue in our students, not simply provide career preparation. The ancients referred to classical education as “liberal” and “humane,” emphasizing virtuous participation in a free society. By living wise and virtuous lives, one would fulfill the purpose of humanity (thus the term “humane”). The ultimate goal of education was to live a life that accorded with truth and displayed exceptional character. Seeking to develop wise men that could persuade others by their insight, force of logic, and compelling rhetoric, the ancients were men who combined wisdom with eloquence. The curriculum employed for a liberal arts education is known as the trivium and quadrivium.

The trivium is the foundation for mastering language. It encapsulates the language arts of grammar, logic (or dialectic), and rhetoric. Grammar teaches the structure and power of language; logic teaches the student to carefully define, synthesize, and analyze language. Rhetoric instructs the student to speak persuasively, formulate arguments, and express themselves cogently. These foundational skills prepare the student to effectively understand and communicate truth. The trivium also provides a basis for discerning truth from error. It is the means for instructing the virtues of restraint, humility, discretion, and many others.

The second component of a classical curriculum is the quadrivium. It includes the four mathematical disciplines of arithmetic, geometry, astronomy, and music. The quadrivium teaches the student the rational order of the universe through objective mathematical principles and induction. The abstract nature of the quadrivium allows the learner to transcend the more subjective nature of sense perception and peer into the wisdom of God. The quadrivium is the more theoretical aspect of the curriculum, yet the ancients viewed it as crucial for cultivating wisdom and enriching the soul. For example, music “calms the passions” and math teaches proportion and balance. Although Covenant does not implement all aspects of the quadrivium, studying math and science as the path to wisdom and virtue is still central to our philosophy.

Equally important to the classical curriculum is the concept of paideia. Paideia is a Greek term (used by the Apostle Paul in Eph. 6:4) that entails enculturation. In the case of Greek society, it involved preparing learners for full participation in society through an all-encompassing, formative education. In terms of Christian thought, it points to the Lordship of Christ and the calling of Christians to order their lives around the ways of the Lord (Deut. 6). Early Christians believed “Christianity was the true paideia, fulfilling education’s ethical purpose to a higher degree than ever before, because the Incarnate Logos was God’s wise and powerful rhetoric addressed to all.” From chapel to lunch to the décor of the school, students are being shaped by the habits and practices of school life. Therefore, to cultivate Christian wisdom and virtue in students, CCS aims to provide a school culture that is as rich and character-forming as its curriculum. Indeed, the culture is as much the curriculum as the books and resources used for instruction. Christian paideia means instilling Christ-like character through every aspect of life.

Classical education may be summarized in three ways:

Content

The content of classical education at CCS emphasizes the classical languages, the classical cultures (Greece and Rome), and the classical texts of Western history. The content of classical education also involves teaching the trivium (grammar, logic, and rhetoric) as the basis of a rich language arts curriculum. We also teach some subjects from the traditional quadrivium, broadly the math and sciences, as well as a variety of the classical liberal arts. As we read great books and discuss great ideas, students learn to master language, think critically, and articulate their ideas persuasively.

Method

The classical method we employ utilizes the trivium both as a language arts curriculum and as a method. That is to say, grammar, logic, and rhetoric are subjects that are taught, but they also serve as instructional modes. In the grammar mode students are taught in chants, songs, and memorization. In the logic mode students synthesize and compare ideas, study logic, and learn to debate. In the rhetoric mode students learn to formulate and articulate their own ideas and to speak eloquently and persuasively through formal presentations. By means of these methods students acquire the tools of learning and thus are enabled to become lifelong learners. They are taught *how* to learn and think, not merely *what* they should learn and think.

Disposition

Finally, and most importantly, classical education means that teachers incarnate the ideals they teach. Their presence and character serve as the “text” in the classroom. While the great texts of the western tradition can speak for themselves, they speak most clearly, powerfully, and effectually through great

teachers who embody their timeless truth, goodness, and beauty. Because students learn by imitation, the example of the teacher is paramount. This is why the ancient classical model involved students who lived with their teacher, so they could examine and ultimately imitate their lives. Nothing can replace the presence of an exceptional teacher. So, while the curriculum chosen and the methods used to teach the curriculum are important, the role of the teacher is most significant. The classical teacher is one who loves learning, truth, and the subject he/she teaches; he embodies the spirit of inquiry and the Spirit of Christ. The relationship he or she has with students makes the vision of classical Christian education real.

Our goal at Covenant Classical School is to provide a rich academic and spiritual environment in which students can be challenged to think and live in a God-honoring way. In short, we strive to train our students to live and think according to a biblical, Christ-centered worldview through a rigorous classical education.

1.6. Structure of the School

CCS is structured on the basis of our conviction that students learn best according to their developmental characteristics and strengths. Accordingly, certain instructional methods are emphasized (as stated above) at different grade levels. Below is a basic mode or orientation of instruction that indicates the approach to learning at various grade levels. These are not intended to be isolated instructional methods, but emphases.

Grammar: Grades K-6

In the Grammar stage, roughly equivalent to the elementary years, we capture a young child's innate capacity to memorize and retain information by teaching underlying facts and relationships in each subject. Teaching methods used at this stage of learning include chants, jingles, rhymes, and songs that make facts easier to memorize and remember, as well as learning experiences that nurture curiosity and creativity. During this period, we focus on "the basics;" that is, the fundamental teaching of Holy Scripture, phonetic reading, mathematics, grammar, history, language studies, the arts, and introductory science.

Logic: Grades 7-8

In the middle school years, we emphasize connections and interrelations. We study the why and how of each subject. The study of formal logic (fallacies and syllogisms) and the art of debate begin. Students in these years develop the capacity for more abstract thought, as they expand on the knowledge base acquired during the grammar stage. Now, however, emphasis is placed on using these facts to create proper sentences, to define terms and eliminate ambiguity, and to detect fallacies. Students at this age love to question and debate. To equip them to argue correctly, we teach students properly to construct and critique valid arguments, to recognize logical fallacies, to identify critical underlying assumptions, and to develop sound reasoning skills.

Rhetoric: Grades 9-12

In the Rhetoric (high school) stage, students synthesize their acquired knowledge and skills by articulate expression of their own ideas. Classical education is incomplete without the final phase of acquiring wisdom and developing the capacity for beauty and clarity of expression. Students in this stage take positions on issues and argue for these positions using cogent, articulate, and persuasive communication. Discussion and analysis of controversial and fundamental issues and philosophies will continue from the Logic School. Students will be required to critically examine the assumptions and conclusions intrinsic to their own philosophies and those of the world around them. They will be immersed in the best of literature, the arts, history, theology, philosophy, science, and mathematics. The Rhetoric stage culminates with the Senior Thesis project, which requires each student to write, present, and defend a carefully researched persuasive paper.

1.7. Parent Partnership

At Covenant, we believe that the school exists to assist parents in their God-given responsibility to rear their children in the discipline and instruction of the Lord (Eph. 6:4). Therefore, our school unites with the family to form a culture in which our studies, relationships, and activities all revolve around the Lord Jesus Christ.

School

Teachers and school personnel are expected to collaborate with families to serve the needs of their children. Therefore, all employees of the school will strive to be Christ-like in our partnership with parents by:

- Recognizing the power of the tongue (Prov. 15:4)
- Listening and thinking before we speak (Prov 18:3, 15:28; James 3:3-8)
- Making our words appropriate and timely (Prov. 15:23)
- Speaking the truth (Prov. 12:22)
- Using words that edify (Eph. 4:29-32)
- Remembering that we give account for the words we speak (Mt. 12:36)
- Recognizing the parents' primary responsibility to education their children
- Recognizing the priority of the family
- Meeting with and listening to parents as the experts on their children
- Welcoming communication with parents on issues related to their children
- Initiating communication and providing multiple avenues for parents to get information
- Collaborating in executing the vision of the school
- Inviting parents to observe and/or participate in classes and activities
- Praying for and with families

Parents

CCS encourages parental involvement. Each parent agrees that they will serve the needs of the children and the school. This covenant between CCS and its parents is intended to create a collaborative effort towards serving the children. Some ways that the school encourages parents to be involved include:

- Visit the school or classroom
- Assist in the classroom
- Serve as a Contact Parent
- Assist a Contact Parent
- Drive and/or chaperone for a field trip
- Volunteer to help at school functions
- Attend all special school events
- Serve on board committees when asked
- Provide financial support to the school
- Monitor your child's academic progress by checking papers, newsletters, RenWeb, WAS, etc.
- Maintain open and constructive lines of communication with teachers

Expectations for parents in partnering with the school:

- Parents agree to work with the teacher to help maximize growth in character and intellect
- Parents agree to pray for their children and school regularly, especially their child's teachers
- Parents agree to provide a quiet time and place for homework
- Parents agree to read with their children and develop a family love for literature
- Parents agree to donate time (schedule and circumstances permitting) to assist the school
- Parents have read the assigned reading: *Wisdom and Eloquence*
- Parents concur with the classical and Christian philosophy of education
- Parents accept financial responsibility for a full year's tuition, barring a move out of Fort Worth

- Parents agree to abide by the policies and procedures of Covenant Classical School
- Parent volunteers agree to complete *Ministry Safe* training each year

1.8. Statement of Faith

The Statement of Faith is the theological foundation on which Covenant is based. It reflects the key elements of Christianity that are taught in various ways throughout the school. The substance of these statements is considered primary doctrine in Covenant Classical School. All employees at CCS must give assent to these statements.

- We believe the Bible to be the only inerrant, authoritative Word of God.
- We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
- We believe that salvation is by grace through faith alone.
- We believe that faith without works is dead.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
- We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Purpose and Application of Our Statement of Faith

God's Word forms the basis of the Christian's life and work, and our Statement of Faith is an interpretation of God's Word which is consistent with the doctrines of the early Protestant Reformers. Our intention in teaching the Bible is not to indoctrinate students with our Statement of Faith, but to teach them to evaluate its truth claims in the light of Scripture and to discern error when it is present in their own thinking and the thinking of others. We also want our students to understand the central place which Christian doctrine, and the many controversies it inspires, has held in the history of Western culture. We would also like our students to be able to articulate their understanding of the larger human issues which the Scriptures and Christian theology address.

As we teach, we strive to present these doctrines in their appropriate scriptural and historical contexts, and we encourage the kind of discussion and debate which the church has enjoyed for the last two thousand years. Other issues of importance not addressed explicitly in our Statement of Faith are further fuel for discussion and help our students to develop a more disciplined approach to interpreting the Bible. In the end, we encourage our students to seek the counsel of their parents and churches on matters of genuine discrepancy within Christ's Body.

While all of our faculty submit to the doctrinal statement and must assent to it, we do appreciate the need for precision in every Christian's personal theology. Therefore, there might still be differences of opinion regarding the application and emphasis of our statement. We believe this is good, since we need always to look to the Scriptures for our confidence and not to our own learning or cleverness (Prov. 3:5-6).

1.9. Marriage and the Family

Covenant Classical School's mission is to train our students to live and think according to a biblical, Christ-centered worldview. We accomplish this by partnering with parents to provide a rigorous, classical education that instills a lifelong love of learning.

We believe that parents are the primary educators of their children. Our school unites with the family to form a collaborative culture in which our studies, relationships, and activities all revolve around the Lord Jesus Christ.

The best education is anchored in an environment that recognizes all truth as God's truth. Education is never neutral. The curriculum we choose, and the instructional methods we utilize reflect our values and assumptions about truth and knowledge. At Covenant Classical School, the starting and ending point for all studies is the Word of God. Christ is the One in whom all the "treasures of wisdom and knowledge" are hidden. Therefore, we strive to be Christ-centered in everything we do.

For these reasons, it is important that Covenant Classical School and its families be unified in certain fundamental elements of Christian faith and practice, including a biblical view of marriage. Based on Holy Scripture and the constant moral teaching of the universal Christian Church, Covenant Classical School affirms the following:

Marriage

The Bible teaches that God created and ordered marriage as the permanent, exclusive, comprehensive, and conjugal "one flesh" union of one man and one woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. (Genesis 1:27-28; Genesis 2:18-24; Matthew 19:4-9; Mark 10:5-9; Ephesians 5: 31-33)

Sexual Immorality

The Bible teaches that sexual acts outside marriage are prohibited as sinful. Consequently, Christians must resist and refrain from any and all sexual acts outside marriage. (Exodus 20:14; Leviticus 18: 7-23; Leviticus 20: 10-21; Deuteronomy 5:18; Matthew 15:19; Matthew 5:27-28; Romans 1:26-32; I Corinthians 6:9-13; I Corinthians 7:1-9; Galatians 5:19; Ephesians 4:17-10; Colossians 3:5; I Thessalonians 4:3; Hebrews 13:4)

Sexual Identity

The Bible teaches that God created mankind in His image: male (man) and female (woman), sexually different but with equal personal dignity. Consequently, Christians must affirm their biological sex and refrain from attempts to physically change, alter, or disagree with their biological sex. (Genesis 1:26-28; Romans 1:26-32; I Corinthians 6:9-11)

Sexual Orientation

The Bible teaches that God created and ordered human sexuality to the permanent, exclusive, comprehensive, and conjugal "one flesh" union of man and woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. Consequently, Christians must affirm the sexual complementarity of man and woman and resist same-sex sexual attractions and refrain from same-sex sexual acts or conduct, which are inconsistent with Biblical teaching. (Genesis 1:27; Genesis 2:24; Matthew 19:4-6; Mark 10:5-9; Romans 1:26-27; I Corinthians 6:9-11; Ephesians 5:25-33)

Celibacy

The Bible teaches two life-enhancing options for human sexual behavior: (1) the conjugal "one flesh" marital union of one man and one woman, and (2) celibacy. Either is a gift from God, given as He wills for His glory and the good of those who receive and rejoice in His gift to them. Celibacy and faithful singleness is to be celebrated and affirmed. (Genesis 1:27-28; 2:18-24; Matthew 19:4-6; Mark 10:5-8; Hebrews 13:4; I Corinthians 7:1-9; Matthew 19:12; I Timothy 5:1-2)

Sexual Redemption

The Bible teaches that all have sinned and fall short of the glory of God and should seek redemption through confession, repentance, baptism, and faith in Jesus Christ. Consequently, Christians must welcome and treat with respect, compassion, and sensitivity all who confess sexually immoral acts or attractions but are committed to resisting sexual temptation, refraining from sexual immorality, and conforming their behavior more and more to the image of Christ. (Matthew 11:28-30; Romans 3:23-24; Ephesians 2:1-10; I Corinthians 10:13; Hebrews 2:17-18; Hebrews 4:14-16)

1.10. Affiliations and Accreditation

Covenant Classical School is a member of SCL (Society for Classical Learning) and the Association of Classical Christian Schools (ACCS). CCS is currently accredited by the Southern Association of Colleges and Schools (SACS-CASI).

1.11. History of the School

Covenant Classical School began with the vision of a small group of Fort Worth families in 1999. These families recognized the need for a Christ-centered, academically rigorous school that valued the biblical role of parents in the education of children. As the number of interested families grew, a distinctly Christian and classical vision for education emerged, and Covenant opened its doors that fall with just fourteen students in a rented church building.

Significant growth in the early years was evidence of God's profound grace and the community's interest in this distinct style of education. Covenant's enrollment increased, and our student population quickly outgrew both the first and second rented facilities. As the third school location was secured, Covenant's leadership accelerated their search for a permanent "home" for the school and continued to increase grade-level offerings to the expanding schools of Logic and Rhetoric.

2007 was a momentous year for the school. Covenant purchased a 36-acre tract of land for a permanent campus and two weeks later celebrated the school's first graduation ceremony: The future never looked brighter! As increasing enrollment continued to "burst the seams" of the third temporary location, a capital campaign commenced. In a remarkable one-year span of time, funds were raised to complete the land purchase, prepare the site, and break ground for Phase One of a multi-year construction plan.

By the grace of God, the generosity of Covenant donors, and the tireless work of many volunteers, the 2009-2010 school year began on Covenant's permanent campus. Three classroom buildings, an administration building, a football field, and a playground are just the beginning of a multi-year plan prepared to accommodate many students to come.

1.12. Organizational Structure

Covenant Classical School is an independent, Board-governed school composed of appointed members. The overall responsibility of the Board is to advance the long-term viability of the school in accordance with its stated objectives and mission.

Board of Directors

Covenant Classical School is governed by a self-perpetuating Board of Directors currently consisting of eleven members, appointed by the sitting Board at the time of appointment. Each director serves for a term of three (3) years. A director may serve more than one term and may be elected to succeed him or herself.

Headmaster

The Headmaster is appointed by the Board to be the chief administrator of the school. The Headmaster is the only employee of the Board. All other employees of the school are hired by the Headmaster and are directly responsible to the Headmaster for the performance of their duties.

Exec Admin Team

The Executive Administration is made up of the Headmaster, Grammar School Head, Assistant Grammar Head, Upper School Head, Academic Dean, and Director of Admission. The team works collaboratively to lead the school, shepherd growth and initiate school improvement.

1.13. Covenant Tempora

Grammar School Schedule: Grades K-6 Monday – Thursday

7:30 – 7:45 AM	Teachers Arrive
7:55 – 8:10 AM	Students Arrive
8:15 AM	Classes Begin
8:20 AM – 8:40 AM	Chapel
11:00 AM – 11:30 AM	Grades K-2 Lunch
11:30 AM – 12:00 PM	Grades 3-6 Lunch
3:15 PM	Classes Dismissed

Grammar School Schedule: Grades 3-6 Friday

7:30 – 7:45 AM	Teachers Arrive
7:55 – 8:10 AM	Students Arrive
8:15 AM	Classes Begin
12:30 PM	Classes Dismissed

Logic-Rhetoric School Schedule: Monday – Thursday

8:15 AM – 9:50 AM	Periods 1-2
9:55 AM – 10:15 AM	Chapel
10:20 AM – 11:55 AM	Periods 3-4
12:00 PM – 12:45 PM	Lunch
12:50 PM – 3:15 PM	Periods 5-7

Logic-Rhetoric School Schedule: Friday

8:15 AM – 9:50 AM	Periods 1-2
9:55 AM – 10:50 AM	House Activities and Meetings
10:55 AM – 12:30 AM	Periods 3-4

School Hours

Covenant will conduct classes Monday through Thursday from 8:15 A.M. until 3:15 P.M. Classes will also be conducted from 8:15 A.M. until 12:30 P.M. on Friday for grades 3-12. Students are expected to be on time for all classes.

The school will not assume responsibility for students who arrive before 7:55 A.M. Parents are to ensure that children do not arrive at the school prior to 7:55 A.M. and are picked up at the appropriate time. Students will not be permitted to enter the school buildings before 7:55 A.M.

Calendar

Please refer to the calendar available under the resource tab on our school website (www.covenantfw.org) for and up-to-date and accurate school calendar.

2. Academic Information

2.1. Guiding Principles

We aim to train our students to live and think according to a biblical, Christ-centered worldview. We believe that this is accomplished through partnering with parents to provide a rigorous classical education that instills a lifelong love of learning.

In this partnership it is important that we communicate with parents regularly regarding the growth of their child. While this communication occurs informally and naturally throughout the year, it also occurs formally and periodically through parent-teacher conferences and the issuing of report cards.

2.2. Character and Work Habits

Parent-teacher conferences at all levels include teachers describing the character and work habits of the student. In the Grammar school, the following characteristics and habits are included on each student's report card and are awarded a score of E (excellent), S (satisfactory), I (improving) or N (needs improvement):

Observes school rules	Displays courtesy and kindness
Respects authority	Speaks when appropriate
Shows self-discipline	Completes work in time given
Does work neatly	Listens to and follows directions
Works well independently	Accepts responsibility for homework
Uses time constructively	Organizational skills

2.3. Letter Grades and Grade Point Averages

As each child progresses through our curriculum it is our aim that they will mature in character as well as wisdom. This includes each child's appreciation and understanding of truth, goodness, and beauty in a variety of subject areas. Academic achievement in each subject area/course is measured numerically (with the exception of PE) and reported using letter grades on student report cards. Letter grades are determined by the ABCDF scale shown below. For students in grades 6-12, grade point averages (GPAs) are also calculated.

ABCDF Scale

A	93-100%	4.00
A-	90-92%	3.67
B+	87-89%	3.33
B	83-86%	3.00
B-	80-82%	2.67
C+	77-79%	2.33
C	73-76%	2.00
C	70-72%	1.67
D+	67-69%	1.33
D	63-66%	1.00
D-	60-62%	0.67

F 0-60% 0.00

GPA's are used to determine academic awards. A cumulative grade 9-12 GPA is reported on Logic/Rhetoric student transcripts.

2.4. Term Grades Determined by Two Categories

Over the course of a grading term scores earned in two weighted categories determine the numerical grade. These categories are titled *Assessments* and *Participation*.

The assessments category includes those items that measure a student's understanding and mastery of the core content of the subject area or course. A student's grades in this category often but do not always reflect a student's work ethic, attitude, and/or interest displayed in the subject. Items in this category typically include tests, quizzes, essays, presentations, graded Socratic discussions, graded debates, and laboratory reports.

The participation category includes those items that reflect a student's fulfillment of *ordinary* course expectations such as regularly completing homework assignments, completing assigned readings, note-taking, volunteering to show work at the white board, and arriving to class with appropriate materials and an eagerness and readiness to engage. These two categories are weighted at each grade level as described below. Note that teachers are afforded some flexibility in weighting as allowed by the set minimum and maximum weights.

<i>Grades</i>	<i>Assessments</i>	<i>Participation</i>
K-2	min 50%	max 50%
3-4	min 60%	max 40%
5-6	min 70%	max 30%
7-8	min 80%	max 20%
9-12	min 90%	max 10%

The incremental increase in the weight of the assessments category reflects the increasing importance of students demonstrating understanding and mastery of core content when they progress from one grade level or course to the next.

2.5. Valuing Entries within Each Category

Within each weighted category individual entries can also be weighted or "valued" in order to reflect the importance/impact of a particular kind of item relative to others in the same category. For example, a test entry might be weighted at a value four times that amount of a quiz.

Consider the example given below of a 7-8th grade class. In this example, the teacher has decided that every test a student takes has the same value (same impact on the overall numerical grade) as every essay a student writes whereas every quiz a student takes has $\frac{1}{4}$ of the value/impact of a test or essay and every graded discussion has $\frac{1}{2}$ of the value/impact of a test or essay.

<i>Category (Weight)</i>	<i>Individual Entries within the Category (Value)</i>
Assessments (80%)	Test (4); Quiz (1); Essay (4); Graded Discussion (2)
Participation (20%)	Notes (1); Readings (2); Homework (2)

2.6. Number of Grade Book Entries

In order to avoid one particular grade book entry by itself making or breaking a term grade for a student it is important to maintain a particular number and frequency of grade book entries.

Grammar School | Grades K-6

In the *assessment* category, the total number of entries in the category must be great enough to prevent any single entry from ever exceeding 15% of the student's overall term grade.

Logic School | Grades 7-8

In the *assessment* category, a minimum of four major equally weighted assessment items should be entered for each student per semester and the total number of entries in the category must be great enough to prevent any single entry from ever exceeding 15% of the student's overall semester grade.

Rhetoric School | Grades 9-12

In the *assessment* category, a minimum of four major equally weighted assessment items should be entered for each student per semester and the total number of entries in the category must be great enough to prevent any single entry from ever exceeding 20% of the student's overall semester grade.

2.7. Semester Exams

In grades 5 through 12 certain subject/courses include a cumulative exam at the end of each semester. These subject/courses are:

<i>Grades 5-6</i>	<i>Grades 7-12</i>
Mathematics	Mathematics
Latin	Latin or Greek
	History
	Literature
	Science

The final letter grade for a subject/course that includes a semester exam is determined by weighting the term grade prior to the exam at 80% and the score on the exam itself at 20%.

Reviewing for Exams

For 5th-6th grade students, the mathematics and Latin exams will be scheduled for the mornings (8:30 AM – 10:00 AM) of two consecutive school days. Dismissal on exam days is 12:30 PM. Teachers devote class time prior to exams to reviewing for the exams. Teachers also eliminate or minimize homework expectations in other subject areas on the days prior to the exams.

For 7th-12th grade students, no other classes will meet on exam days. Dismissal on exam days is 12:30 PM. At least two regular school days are dedicated to students reviewing for exams each semester. Students should have retained all course materials for their use in review. In order to ensure that students have ample study time, no assignments will be due and no tests will be given during review days.

Exemption Policy for Seniors

Seniors may exempt the second semester exam for any class in which their second semester grade for that class without the exam will be an "A" or "A-." In order to exempt an exam the senior must not have more than 10 excused or unexcused absences from that class for the entire year. Exceptions may be made by the administration under certain circumstances.

2.8. Maintaining the Integrity of Our Grading System

For the purpose of maintaining the integrity of our grading system, we maintain the following commitments:

- All assessments are evaluated according to a criterion-referenced base
- At no time are assessments to be graded on a curve
- Extra credit is never offered and grade inflation of any kind is prohibited

A teacher might determine that a class set of scores on a particular assessment are particularly low due to an error or misjudgment on the teacher's part. Allowing an entire class to retake a test or choosing not to score a particular flawed portion of a test is not considered grade inflation. Such an accommodation is entirely appropriate but should not happen often.

Teachers may exercise discretion to determine whether or not to allow an individual student to retake a test. This should be initiated by the teacher in response to extenuating circumstances and therefore should rarely occur. If a retake is allowed the average of the original test and the retake is to be recorded in the grade book. The retake should not completely replace the original test.

2.9. Homework Guidelines

Covenant is committed to partnering with parents in every aspect of the school. The school is thus dedicated to a thoughtful understanding of what work students complete outside of class, why they do it, and the necessary support required from parents. In order to partner effectively, we ask that parents seek to understand the philosophical and educational principles that inform Covenant's view of workload and homework.

A classical Christian education requires commitment and hard work from students. However, the rewards are rich and enduring. To the degree Covenant's curriculum and academic program is "rigorous," it is not so for its own sake. That is, Covenant is not trying to establish an overly ambitious academic program for the sake of pride or "academic integrity." Nor do we want to mistake high quantities of work with rigor. Thomas Aquinas said, "The essence of virtue consists in the good rather than in the difficult. Not everything that is more difficult is necessarily more meritorious; it must be more difficult in such a way that it is at the same time good in a yet higher way." A classical Christian education is necessarily challenging due to the complexity and depth with which truth, goodness, and beauty is revealed in the ideas, events, master works, and great conversations that compose our curriculum. At the same time, the pace, scope, and sequence of the curriculum is moderated by the nature of the learner at each grade level. The result is an appropriately challenging educational experience.

Accordingly, Covenant seeks to complete a few simple, targeted goals. First, the role of our school is to introduce students to the great ideas, texts and truths of the West and of our faith. The purpose is not to exhaust the full canon of classics or force as many ideas as possible into the time allotted. It would not only be unwise, but untenable to think a classical Christian education can be achieved in the K-12 experience (much less a lifetime). Second, the school aims to provide students with the tools of learning so they are prepared to think and learn. Teaching students how to learn equips them with the lifelong ability to engage the world thoughtfully and wisely. Third, Covenant seeks to develop a deep love for learning by providing challenging, but age-appropriate experiences for students. It involves not only acquiring knowledge and skills but also transferring and applying what one has learned in a variety of new contexts and circumstances.

The *ideal* Covenant student experience can be characterized by what used to be called, "doxological learning," which simply means worshipful learning. Doxological learning requires a careful and reasonable pace so as to carefully contemplate the ideas at hand, a humility and eagerness toward learning, a prayerful attitude and a rich community in which to share one's experience. The conviction Covenant holds about doxological learning aligns with the traditional understanding of the purpose of education. The

word “schola,” from which we get the word school, means “leisure.” It implies a non-hurried, restful learning. This non-hurried and even restful kind of learning is contrary to many of the norms and expectations of our culture. For this reason, it is critical that teachers and parents work together to promote, deliver, and even protect our mission and vision.

Homework at Covenant is assigned for one or more of these reasons:

- *Mastering and retaining facts:* In certain subjects (e.g. math or Latin), there is not enough time in a school day to do the amount of practice that may be necessary for mastery. Therefore, after reasonable in-class time is spent on material, the teacher may assign homework to allow for the necessary practice.
- *Reviewing and honing skills:* Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study. For example, translating Greek or doing Algebra problems provides the opportunity for consistent reinforcement and refinement.
- *Performing the necessities of the curriculum for which in-school class time is insufficient:* There are some assignments that cannot be completed in class, but are essential to the progression of the curriculum. For example, writing a paper or reading the next chapter in *Paradise Lost*.
- *Providing individualized or group culminating activities:* There are some projects that require time outside of class, such as students preparing for an assigned presentation in rhetoric class, or students working in groups to write a skit for Bible class.
- *Extending learning:* This is investigating what the curriculum brought forward but could not afford sufficient satisfaction to a particular student curiosity; e.g., reading more about the battle of Agincourt.

Homework is not assigned for the purpose of extending curriculum that could not be completed in class by the teacher. Nor is homework assigned for the sake of simply doing more, or work given on the assumption that significant quantities of work is equivalent to academic rigor. Additionally, Covenant recognizes that parental involvement is critical to a child’s education. Homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class and the child’s academic engagement level.

Homework is prioritized around areas that require outside practice and repetition or time to prepare for in-class discussion (e.g. reading). Test and exam preparation, projects, and writing assignments also compose the majority of what students are asked to do outside of class. Other classes, such as Bible, Logic, and Rhetoric are oriented so that the content is sufficiently delivered within the school day.

2.10. Grammar School Homework Tiers

Grades	1-2	3-4	5-6	
Tier I	0	0	0	Bible
	-	-	0	Logic
	0	0	0	Art and Music
Tier II	5	5	5	Phonics and Spelling
	0	0	0	History and Geography
	0	0	0	Science
	-	0	-	3 rd -4 th Latin
Tier III	10	10	10	Mathematics
	10	15	20	Reading and Literature
	-	10	10	Grammar and Composition
	-	-	20	5 th -6 th Latin
Assessments	20	20	20	Test, Quiz, Lab Report, Paper, Presentation
<i>Totals</i>	45	60	75	Minutes per day

Note: Kindergarten has minimal homework per day.

Tier I Subjects | Bible, Logic, Art, and Music

Daily homework assignments are not given in these classes. All reading will be done in class. Classroom assignments and feedback will be completed in class. Students will prepare for assessments and memory work at home.

Tier II Subjects | Phonics and Spelling, History and Geography, Science, and 3rd-4th Latin

Daily classroom activities in these areas include an introduction to vocabulary, reading from cards and/or textbooks, and completing worksheets or activities to develop basic skills. Teachers model coding and spelling techniques as students receive guided practice to improve their reading and composition skills. Homework in these subjects may include reviewing vocabulary and facts for assessments on a regular basis.

Tier III Subjects | Mathematics, Reading and Literature, Grammar and Composition, and 5th-6th Latin

Students regularly spend class time learning these subjects through modeling, active participation, guided and independent practice. Teachers introduce, differentiate, and clarify critical concepts and provide the opportunity for students to develop a deep understanding for these subject areas. Students are given opportunities to practice their skills and are given a great deal of feedback from their teachers in a timely manner in each of these areas. Homework in these subjects will be to practice the skills learned in during the class day.

In grades K-2, a considerable amount of class time is spent on teacher directed activities in mathematics and reading instruction. This time is focused on specific conceptual understanding of mathematical concepts and the development of reading skills. Students spend time daily building their skills to develop a firm foundation for further learning. Homework in these areas will be practicing skills learned during the school day, including practicing math concepts and reading regularly.

Assessments

Covenant maintains a fairly consistent patten in regard to assessments. Grammar classrooms often keep test days the same from assessment to assessment and communicate them via the WAS or newsletter. Reviews for assessments will be provided during class time as well as homework prior to the test.

2.11. Logic-Rhetoric School Homework Tiers

<i>Grades</i>	<i>7-8</i>	<i>9-11</i>	<i>12</i>	
Tier I	0	0	0	Bible, Theology, Philosophy, Logic, Rhetoric
	0	0	0	Art, Theatre, Photography and Design
Tier II	0	10	10	History
	0	10	10	Science
Tier III	20	20	20	Mathematics
	20	20	20	Latin or Greek
	20	20	20	Literature
	0	0	20	Senior Thesis
Assessments	40	40	40	Test, Quiz, Lab Report, Paper, Presentation
<i>Totals</i>	100	120	140	Minutes per day

Tier I Subjects | Bible, Theology, and Philosophy

Daily homework assignments are not given in these classes. No more than one major paper is assigned. All reading and the majority of writing occurs in the classroom, including opportunities for peer tutoring and direct feedback from the teacher. Students will prepare for occasional quizzes and memory work assignments (including memorizing lines for theatre) at home. No cumulative semester exam is given.

Tier II Subjects | History and Science

In both history and science classes, students engage in classroom discussions informed by short teacher lectures, demonstrations and in-class readings from the textbook. In grades 7-8, students compose answers to questions, complete exercises, and solve problems within class hours. In grades 9-12, students may spend some time at home finishing a set of answers, exercises or problem set. History and science teachers will coordinate scheduled assessments so that students do not need to prepare to take a test in *both* subject areas on the same day. Each science class assigns one formal lab report and each history class assigns one major paper per school year. Courses in all Tier II subjects also include a cumulative exam at the end of each semester.

Tier III Subjects | Mathematics, Latin or Greek, Literature, Senior Thesis

Mathematics, Latin or Greek: Students regularly spend class time learning through guided and collaborative problem solving and translation. Math and Latin teachers alike highlight, clarify, synthesize and summarize critical concepts, formulas, definitions, properties, theorems, and rules of syntax and grammar. In order for students to develop understanding and master skills in these two disciplines, it is necessary for them to regularly complete practice sets and compose translations of their own at home. In every classroom lesson, teachers devote time to address the variety of particular challenges and misunderstandings that individual students encounter in their homework the evening beforehand.

Literature: Much of class time is spent considering selected works through Socratic discussion driven by a small set of big ideas and essential questions. Preparing for these discussions requires students to complete reading assignments at home at a pace that allows the student to read closely and reflectively.

Senior Thesis: While Senior Thesis involves a substantial amount of research outside of the classroom, students are able to distribute their research hours throughout the fall semester. Students are also given many days in class to read, write, edit, and receive feedback from the Thesis Director. Students who use this time effectively will only need to complete a small amount of writing at home. Students also benefit from regular meetings with an assigned Thesis Advisor. The advisor is able to help the student identify and prioritize next steps in the writing process as well as hold the student accountable to meeting deadlines and managing their time well. As the final presentation date approaches, students will need to spend time preparing outside of class.

Courses in all Tier III subjects include a cumulative exam at the end of each semester.

Assessments

The Upper School faculty utilizes a test calendar that aligns assessments to ensure there are no more than two tests on a given school day. However, there are certain times, such as the end of a semester, in which there will be a cluster of tests that land in fairly close proximity. While there are efforts made to avoid an unreasonable expectation on the student, there are seasons in which the study time is more significant than others. Teachers understand these variables and sometimes make adjustments to the timing of their assessments.

Time Management

In the Logic/Rhetoric schools, students are responsible for budgeting their homework time and planning for their own family and church activities accordingly. Many Logic/Rhetoric School assignments spread over more than one night, so students will need to adjust their time accordingly. In some cases, time spent on a long-term project may exceed the nightly limit but should not exceed the weekly limit.

Parents who are convinced that their child is regularly exceeding the levels noted above should keep a record of time spent (actual diligent study time, not dawdling, daydreaming, etc.) for a two-week period and contact the classroom teacher. At that point, it can be determined if the student falls within the norm of the class, and if so, adjustments will be made.

If a student is below average in performance, every attempt will be made to offer study habit suggestions to improve efficiency. Homework will be reviewed to determine whether adjustments need to be made.

No homework will be given over the major school breaks of Thanksgiving, Christmas, Spring Break, and Easter. In other words, no papers or projects will be due the day students return to school. Take-home tests will normally not be administered. Teachers may make rare exceptions, as is often the case with the Senior Thesis Project.

2.12. Late Work Policy

Although we desire that students turn in all of their work on time, we do realize that there will be times when this will not or cannot occur.

Assignments submitted late due to an excused absence will be accepted upon the student's return to class without penalty. Logic/Rhetoric school students are particularly *encouraged* but not required to submit major assignments due on the day(s) of the absence to their teacher(s) electronically or via a parent or sibling, even before returning to the classroom.

When major assignments (papers, projects, etc.) are turned in late without an excused absence, a penalty of 10% will be incurred for each partial or whole *24-hour period* that has passed since the assignment was due. Assignments that are submitted more than two days late will not be awarded credit.

Exceptions to this policy may be made with the approval of the Dean of Academics.

2.13. Tests

Students in all grades may expect to take regular and periodic tests in all subjects and skill areas. Students will be informed ahead of time of approaching test dates and will be given adequate time to prepare. Faculty will plan for test administration so as not to burden students with too many tests in a single day.

Grammar school teachers will not schedule class tests on Mondays. Logic/Rhetoric teachers will normally but not always avoid testing on Mondays.

Tests missed due to an excused absence must be made up at a time appointed by the teacher not to exceed three class days of returning to school. In situations in which the student has extended absences, the teacher may allow more time.

2.14. Graduation Requirements

In order to graduate, students must earn all of the credits described below with the following exception: seniors may opt out of 1.0 credit in math, 1.0 credit in science, 1.0 credit in foreign language, or 0.5 credits in the fine arts their senior year. This means that all students must earn at least 25.5 credits to graduate.

<i>Credits</i>	<i>Subject</i>	<i>Course (Credit)</i>
4.0	History	Medieval, Modern, 19-20 th Century, American (1.0 each)
4.0	Literature	Medieval, Modern, 19-20 th Century, American (1.0 each)
4.0	Math	Algebra I ¹ , Geometry, Algebra II, Pre-Calculus, Calculus (1.0 each)
4.0	Science	Biology, Chemistry, Physics I, Physics II (1.0 each)
4.0	Language	Latin Readings I, II, III, IV; Greek I, II, III (1.0 each)
2.0	Theo/Philo	Theology I, Theology II (0.5 each); Philosophy (1.0)
2.0	Rhetoric	Rhetoric I, Rhetoric II (0.5 each); Senior Thesis (1.0)
2.0	Fine Arts	Studio Art I-IV, Theatre I-IV, Photo and Design I-IV (0.5 each)
0.5	Athletics	One Season of a JV or Varsity Sport ²

In most cases 1.0 credit is awarded to a yearlong course and 0.5 credits is awarded to a semester-long course. Fine arts courses are the exception to this rule. Students are awarded 0.5 credits for the completion of a yearlong fine arts course.

2.15. Report Cards and Transcripts

Report cards are issued to students for delivery to the parent/guardian at the conclusion of each quarter for students in grades K-6 and each semester for students in grades 7-12. Parents of students who receive a grade below 70% for a semester will automatically receive a direct communication from the teacher prior to receiving the report card.

Official school transcripts are generated for students upon request. Transcripts are most often requested for the purpose of college admissions and scholarship applications. Transcripts may be held until all financial accounts with Covenant Classical School are paid in full.

2.16. Honors and Awards

Covenant Classical School maintains a system of formal honors and awards for the following reasons:

- The recognition of good work is endorsed in the Scriptures
- Noticing and commending the good work of a student can be motivating to other students
- It is good to highlight areas of Covenant's vision that are being performed by our students
- Publicly recognizing the high quality of work accomplished gives us opportunity to bring glory to God

Honors Awards

Academic Awards are given at the end of the first semester, second semester, and after final grades are assessed for the school year. Students in grades 3-5 are recognized with Honors awards determined by the following criteria:

- High Honors: 90% and above on all numerically-graded subjects; no more than 3 S's and no I's or N's in character, work habits, and handwriting
- Honors: 80% and above on all numerically-graded subjects; more numerical grades greater than or equal to 90% than numerical grades greater than or equal to 80%; no more than 2 I's and N's in character, work habits, and handwriting

¹ Students typically complete Algebra I in eighth grade. A student who fails a math class in grade 7 or 8 may as a result, be enrolled in Algebra I in ninth grade. Successful completion of Algebra I in eighth grade will be awarded 1.0 credit.

² With the Athletic Director's approval, a student also may meet the requirement by regularly participating in one season of training and conditioning. Any requests for exceptions to this policy must be made to the Athletic Director. Students receive non-GPA credit for meeting the athletic requirement.

Laude Awards

Students in grades 6-12 are recognized with Laude awards determined by the following scale:

- Summa Cum Laude: 3.90 – 4.00
- Magna Cum Laude: 3.70 – 3.89
- Cum Laude: 3.50 – 3.69

Grammar School Character Awards

Character awards will be celebrated at a morning chapel during the final week of each month. Each teacher will award certificates to the student(s) from his or her class who best demonstrate(s) the fruit of the Spirit for the given month. Awards will be distributed according to the following schedule:

- September: Kindness
- October: Goodness
- November: Gentleness
- December: Peace
- January: Patience
- February: Love
- March: Self-Control
- April: Joy
- May: Faithfulness

Rhetoric School Awards

- *Virtus Award*: This award is given to the student in the Rhetoric School who most consistently demonstrates exceptional Christian character in all areas of student life.
- *Eruditio Award*: This award is given to the student in the Rhetoric School who most consistently demonstrates excellence in all academic disciplines.
- *Diligentia Award*: This award is given to the student in the Rhetoric School who most consistently demonstrates diligence and perseverance in all areas of student life.
- *Senior Thesis Award*: This award is given to the senior who writes and presents the most outstanding senior thesis. The criteria for the award include quality of the final written thesis, effective public presentation and defense of the thesis, and diligence during the research and writing process.
- *Valedictorian and Salutatorian*: Valedictorian and Salutatorian awards are given at the end of the senior year to students who demonstrate academic excellence in courses at CCS as reflected on the students' transcript.

2.17. School Profile

The Covenant Classical School Profile is a succinct document that describes the school program, the record of graduates, standardized test scores, graduation requirements, and course offerings. The School Profile is sent to colleges as a part of the application process. A copy of the profile is located on the website.

2.18. Standardized Tests

ERB/CTP 4

All students in grades 3-8 will take the ERB CTP 4 Test. The Comprehensive Testing Program, or CTP 4, is a rigorously designed series of assessments in reading, writing, and mathematics developed to help educators collect critical educational data.

PSAT

All students in grades 9-11 will take this preliminary version of the SAT I test that they will eventually need to qualify for college admission. Students from other grades may also take the PSAT at their own expense. The test emphasizes verbal and math abilities, with specialization in reading, writing, vocabulary, analogies, algebra, and geometry. The test is administered once annually in October during the school day at a designated location. Each student is required to submit the necessary forms and paperwork to the Guidance Counselor prior to the test.

SAT I and SAT II

All juniors and seniors are encouraged to take the SAT I and SAT II as part of the college admission process. The SAT I tests verbal and mathematical abilities, the measurement that colleges use to predict success within their particular programs. The SAT II tests are the former “Achievement Tests” required by some colleges and universities, and they measure mastery of particular subject areas. Students are encouraged to take the SAT I twice in the junior and once in the senior year.

ACT

The ACT is an alternate test to the SAT I, and is used by a number of colleges and universities on the west coast, and is also an acceptable alternative at some schools in the east. This test is more achievement oriented than the SAT I, so some students who struggle with standardized tests may find their scores on the ACT comparatively better. Covenant Classical School does not require that students take the ACT, but it is strongly recommended that students take the test at least once in either the junior or senior year.

AP Exams

Teachers at Covenant maintain a commitment to perpetually refine an already great curriculum as well as identify opportunities to improve pedagogy. They do so with a resolve to maintain and protect the tested and proven content and craft of a distinctively classical and Christian education. Inevitably there are differences between our core curriculum and the curricula prescribed by various state and federal institutions as well as private organizations like the College Board. Nevertheless there is sufficient common ground to make tests designed by such institutions meaningful. These tests include the ERB/CTP4, SAT I, SAT II, and ACT exams and more recently, particular AP exams.

While the College Board offers AP exams in more than 30 subject areas, there are a select number of exams for which the correlation between the content of the exam and the content of a course at Covenant is sufficient enough to warrant offering students the opportunity to take the exam. These exams are: English Literature and Composition, English Language and Composition, Latin, and AB Calculus. Juniors and seniors should consult with their teacher(s) when deciding whether or not to take an exam. The Dean of Academics will assist students in registering for the AP exams and coordinate/proctor students taking of the exams on the Covenant campus during the month of May.

2.19. Student Records

The school maintains cumulative academic, attendance, and health records for each student enrolled. Material in each student’s cumulative file is confidential and shall be accessible only by permission of the appropriate administrator. Information on the student’s permanent record will be distributed to the following:

- To the parents and students upon written request by the parents
- To prospective employers upon receipt of written authorization from the parent/student

- To colleges, universities, and military services upon the parent/student's request
- To police by parental permission or by warrant. Parents will be immediately notified. Records will not be released to parents if tuition accounts (which include book replacement fees) are not current

2.20. Add/Drop Policy

The following applies for eligible elective classes: (A) Students may add a class during the first two weeks at the beginning of the year; (B) Students may withdraw from a class up until the end of the first quarter; (C) After the first quarter students will receive a "W" on their transcript if they withdraw; (D) All courses we teach in the Rhetoric School are full-year courses. Students will not receive partial credit on their transcript for completing the first semester.

2.21. Promotion and Remediation Requirements for Students in Grades K-6

To be promoted from 6th to 7th grade, students must earn a grade of 70% or above each semester for every required subject. Students earning a grade below 70% in a single course may meet the requirement for promotion through remediation according to the following guidelines:

- Coursework must be pre-approved by the teacher granting the failing grade and the Dean of Academics. Approval will be based on the course's comparability with CCS's course in both content and standards.
- Remedial coursework must include the content and assignments (or equivalent) of the entire semester, and not just the failed assignments, quizzes, and tests.
- Parents may seek a private arrangement with a CCS staff member who may choose to oversee independent coursework for a fee. No CCS staff will be required to participate in this type of extra work. Students completing a course in this manner will be expected to meet the standards of the CCS course. The grade earned for independent work will be used in the calculation of the GPA. The "F" will be removed from the records.
- All summer remedial work must be completed by July 31. A signed agreement will be established between the family, student, and school. The agreement will specify: coursework to be completed, instructor, materials, and time frame for completion.

All appeals for diverging from or waiving the requirements of this policy will be submitted to the appropriate administrator. The administrator may seek whatever the counsel he or she deems necessary to render a proper judgment.

2.22. Promotion and Remediation Requirements for Students in Grades 7-11

To be promoted from 7th through 11th grades, students must earn a final grade of 70% in every class. Students who earn below a 70% must remediate according to the following requirements: (1) If a student's final grade is 60-69%, the student must successfully remediate the course. Successful remediation will include, but is not limited to, achieving a minimum of 70% on remediated coursework. Upon successful remediation the student may progress to the next class and the year-end grade for the course will be changed to 70% (a letter grade of C-) on the student's report card and transcript; (2) If a student's final grade is below 60%, the student must successfully remediate the course. Successful remediation will include, but is not limited to, achieving a minimum of 70% on remediated coursework. Upon successful remediation the student may progress to the next class and the year-end grade for the course will be changed to 60% (a letter grade of D-) on the student's report card and transcript.

Remedial coursework will be developed according to the following guidelines: (1) Coursework must be pre-approved by the teacher granting the failing grade and the Dean of Academics. Approval will be based on the course's comparability with CCS's course in both content and standards; (2) Remedial coursework must include the content and assignments (or equivalent) of the entire year, and not just the failed

assignments, quizzes, and tests; (3) Parents may seek a private arrangement with a CCS staff member who may choose to oversee independent coursework for a fee. No CCS staff will be required to participate in this type of extra work. Students completing a course in this manner will be expected to meet the standards of the CCS course; (4) All summer remedial work must be completed by July 31. A signed agreement will be established between the family, student, and school. The agreement will specify: coursework to be completed, instructor, materials, and time frame for completion; (5) Students earning a failing average in more than one required course will not be promoted through remedial coursework.

All appeals for diverging from or waiving the requirements of this policy will be submitted to the appropriate administrator. The administrator may seek whatever counsel he or she deems necessary to render a proper judgment.

2.23. Probation and Dismissal

Students who are failing a class or whose GPA falls below 2.0 for a semester reporting period will be placed on academic probation. An action plan, if not already in place, will be developed in collaboration with the student's teachers and parents. Appropriate measures and interventions will be employed to assist the student in the area(s) of difficulty. The student on probation must pass (score 70% or above) all subjects and skills areas during the period on probation or be subject to academic discipline including possible expulsion. Written notification will be sent to parents indicating their child's probationary status. Students on probation may not participate in any extracurricular activities or athletics unless approved by the Headmaster.

2.24. Students with Learning Disabilities

Covenant Classical School's philosophy of Student Support strives to promote its mission in partnering with parents to promote each student's academic success, as well as educating our teachers in instructional best practices that meet the unique needs of our CCS students. As CCS students move forward in their academic career and the content increases in complexity and rigor, this often gives rise to the need for additional support for some students and subsequently, teachers. Learning is a complex task that requires the coordination of multiple mental and behavioral functions. Struggles in learning can result from a variety of limitations ranging from memory, processing, anxiety and attention to more specific disorders like dyslexia, dysgraphia and dyscalculia, among others. CCS's desire to foster the classical education structure that promotes utilizing multiple instructional techniques that cater to a child's physical and cognitive development can inherently make such an education accessible to a variety of learners. While CCS does not have the resources to support students with *severe* learning disabilities, it is our desire to meet the unique needs of our students to the maximum extent possible while upholding the standards of a rigorous classical education.

As the unique needs of CCS students present themselves, CCS partners with parents to provide struggling students with initial interventions through after-school tutoring with their classroom teacher or Study Tables. If these initial interventions are unsuccessful, the teacher and/or parent communicates with the Student Support Director (SSD) or Student Support Coordinator (SSC), who conduct a series of observations and recommend further interventions. The data collected from these observations will inform the SSD, SSC, parents, and teachers whether a formal diagnostic evaluation is warranted. If an evaluation is necessary, the results advise the SSD and SSC on how to develop an individualized Student Support Plan (SSP) that meets the specific needs of the student. The SSP is reviewed, at minimum, annually, by the SSD, SSC, parents and teachers to determine validity and appropriateness, and adjustments are made when needed.

The SSD oversees the development, evaluation and implementation of support plans for students receiving services, as well as after-school academic support programs. They serve as the liaison between an external support network of public schools, therapists, counselors, and psychologists. The SSD acts as the CCS campus testing coordinator concerning the Preliminary Scholastic Aptitude Test/National Merit

Scholarship Qualification Test (PSAT/NMSQT), Advanced Placement (AP) tests, and Educational Records Bureau (ERB) exams. Additionally, the SSD advocates on behalf of eligible CCS students to secure accommodations on college readiness assessments through the College Board and ACT. The SSD and SSC also play a critical role on the CCS admissions team through the administration of assessments and participation in the placement decisions made throughout the admissions process.

2.25. Athletic/Extracurricular Eligibility for Students in Grades 6-12

First Semester

Eligibility to participate in athletic competitions and school performances will be assumed at the start of the first semester, regardless of a student's grades at the end of the previous school year. Upon the first gradebook check, scheduled for September 22nd, students with a grade below 70% in any one or more classes will be warned of potential ineligibility but consequences will not be enforced. Upon the gradebook checks scheduled for October 13th and January 12th a student will be declared ineligible and consequences will be enforced if the student has earned a score below 70% in any one or more classes. An ineligible student will be able to earn back eligibility on the November 17th gradebook check, but a previously eligible student will only be warned of potential ineligibility if the student has a grade lower than a 70%. .

Second Semester

Ineligibility from the first semester *will* carry over to the second semester. Upon the first gradebook check of the second semester, scheduled for February 16th, a student who is not currently ineligible will be warned of potential ineligibility but consequences will not be enforced. Upon the gradebook check scheduled for March 23rd a student with a grade below 70% in any one or more classes will be declared ineligible and consequences will be enforced. Again, the consequence of being declared ineligible is exclusion from participating in athletic competitions and school performances.

In all cases eligibility can be established upon the next scheduled gradebook check (Oct 13, Nov 17, Jan 12, Feb 16, Mar 23, or Apr 13) if a student is earning grades greater than or equal to 70% in all classes.

Note that efforts will be made to balance school workload. However, students are responsible for their own academic performance. A student who misses school due to an extracurricular activity is responsible for keeping up with his or her schoolwork. It is the student's responsibility to inform the teacher at least one school day prior to missing a class. The student will make arrangements to fulfill all academic work. Any homework assignments that are due should be turned in prior to the missing class period(s), or arrangements must be made with the teacher as to when assignments will be accepted. Any tests that the student will miss should be taken ahead of time if possible.

2.26. Senior Thesis

The senior thesis project is the culmination of the CCS education. It offers the student an opportunity to expand critical thinking, research, and rhetorical abilities by preparing, presenting, and defending a substantive argument. Students are expected to prepare a paper as formal evidence of learning and skill acquired at CCS. As such, the paper should reflect both the classical and Christian instruction the student has received at CCS.

There are five stages in the completion of the senior thesis: (1) Students will select and do preliminary research on a topic to be proposed to the faculty; (2) Students will work with their thesis advisor to perform further research on the approved topic; (3) Students will write the thesis in a series of drafts that are reviewed by the director in preparation for an essay that adequately defends a position on the issues relevant to a chosen topic; (4) Students will carefully prepare a final draft of the essay; (5) Students will

present and defend the completed essay to the rhetoric school, faculty, and invited guests at the Senior Thesis Defense.

Successful completion of all five stages in the senior thesis is a requirement for graduation. Each student's thesis grade will be included on his/her final transcript.

2.27. College Counseling

College Counseling at Covenant exists to assist and encourage students and families to continue to pursue excellence in the stage of life following graduation. The guidance counselor will hold family forums regarding the college admissions process at the beginning of each year and will assist students individually with the consideration of post-graduation opportunities throughout the year. Additionally, the guidance counselor will help facilitate student interaction with colleges, including university representative visits to Covenant and student visits to universities. Beginning in 9th grade, the guidance counselor will maintain a file for each student in which pertinent information for university admission will be kept (scores for PSAT and SAT exams and descriptions of extracurricular activities, for example). Though the post-graduation plan for most of our students will be to immediately enter university, guidance counseling at Covenant aims to encourage families to prayerfully consider college and other post-graduation opportunities with a view to the student's ultimate calling in God's kingdom and this world.

2.28. Summer Reading

Summer reading has been established in history and literature for each grade level at CCS. The purpose of the summer reading program is to cultivate the love of reading, expose students to high quality literature, and prepare students for the curriculum they will be studying in the upcoming school year. Students choose books from a list composed by Covenant teachers for each grade level.

Grammar school teachers may exercise their own discretion in determining how to review and/or incorporate summer reading assignments into the school year.

Logic/Rhetoric students must complete a "Summer Reading Review" sheet. On the first day of school students are expected to submit this summer reading review sheet to their literature teacher that will count for a grade. This sheet should include the titles and authors of the two books students read as well as a signed affirmation that, "I have read these books for the first time, in their entirety, during the course of this past summer." In addition to the summer reading review sheet, teachers may give another assignment or essay related to the required book that was read by the entire class.

2.29. Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.³

Plagiarism is considered a form of cheating and will result in disciplinary action to be determined by the Dean of Academics and/or Head of Upper School. Students who are unsure of whether or not they are in danger of committing plagiarism should seek clarification from their teacher regarding the appropriate use and citation of sources.

³ Retrieved 05.28.16, University of Oxford website: <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

3. Discipline and Etiquette

3.1. Discipline Principles

Hebrews 12:11: No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

Proverbs 1:7: The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline.

We uphold the biblical understanding that all persons are created in the image of God. In Adam's sin, however, humanity is alienated from God, and it is now man's nature to be disobedient to God. The things children say and do are a reflection of the abundance of their hearts and are symptoms of the deeper human struggle against God's authority in our lives.

Therefore, correction and discipline must address heart issues and must be designed to guide children towards their need for God's grace in Jesus Christ. Maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and more importantly, it is reflective of the principles and absolutes of Scripture. As in all other areas of education at Covenant, love, forgiveness, and restoration will be an integral part of the discipline of a student.

3.2. Classroom Expectations

The goal of all classroom discipline is to come alongside parents to disciple their children in the training and admonition of the Lord seeking to address the student's heart and not merely their behavior. Toward this end, teachers will strive to train students to develop habits that promote learning and order in the classroom as well as Christ-like character in the student. The majority of discipline problems are handled by the teacher at the classroom level. Covenant Classical School seeks to teach and train children to demonstrate their love for God by giving honor and obedience to their parents and the authorities divinely placed in their lives. All students are expected to obey the directives below:

- Follow the written behavior expectations as distributed and explained by the teacher
- Treat school staff members with courtesy and respect
- Students will address staff members by their last names and/or 'Yes, Sir' or 'Ma'am'
- Treat school property and the property of others with respect
- Bring all necessary materials to class and be ready to learn when class begins
- Complete their own work and be truthful in all situations
- Refrain from disrupting learning
- Be respectful and gracious to other students

In the Grammar school, these classroom expectations have been translated into a set of five rules posted in all grammar school classrooms. These are:

- Obey instructions immediately, cheerfully, even if no one is looking (Hebrews 13:17)
- Be respectful and kind to one another (Ephesians 4:29, 32)
- Be prepared for class
- Do your own work
- Remain quietly in your seat

3.3. Consequences of Misbehavior

Grades K-6

Teachers make daily use of the following initials-name-checks system to determine consequences of misbehavior of a non-egregious kind. All initials, names, and checks are erased at the end of each day.

#	Mark	Consequence
1 st	Initials	Grace warning
2 nd	Name	5 minutes off next recess
3 rd	Name + 1 Check	15 minutes off next recess, email to father
4 th	Name + 2 Checks	25 minutes off next recess; phone call to father
5 th	Name + 3 Checks	Removal from class; no recess; phone call to father

In the case of a sever disruption or a misbehavior of an egregious kind, the student will be removed from the classroom and a phone call will be made to the father.

Teachers are also free to exercise discretion in addressing misbehavior through those disciplinary actions and consequences described below:

- Verbal discipline: Admonition, correction, warnings, and rebukes. In all cases of misconduct, students shall be reprimanded for their misdeeds, shown Biblical guidelines relating to their misdeeds, and asked to repent.
- Denial of privileges: Various privileges (lunch with classmates, recess, etc.) may be denied to a student who misbehaves.
- Withdrawal: The student may be removed from the classroom. This is especially appropriate for students who are seeking to gain attention by misbehavior.
- Restitution: This is to be used in cases of theft or destruction of property, following the appropriate biblical guidelines for restitution.

In communicating discipline issues with the student's parent(s), the teacher should endeavor to communicate with the father/head of household. In applying any of these methods, the teacher is expected to remind the student that being found in disobedience and being subject to discipline is a manifestation of God's grace toward him/her.

Grades 7-8

Logic students who do not meeting these expectations will be addressed by the teacher in one or more of the following ways. Depending upon the nature, severity, frequency, etc. of the offense(s), the teacher will utilize the following to communicate the escalation of discipline to the student:

- Warning
- Initials
- Name
- Name and a check
- Removal from class

Name: If a student's name is written on the board he/she will serve a lunch detention. Parents will be notified by the teacher if a lunch detention is given to their child. In the event that a student receives multiple lunch detentions in a day the parents will be notified.

Name and a check: If a student receives their name and a check on the board he/she will serve an after school detention, which will be held on Tuesdays and Thursdays in Room 109 from 3:30-4:30. In the event that a student receives an afterschool detention, the parents (head of household) will be contacted by the Upper School Head. If a student receives more than two after school detentions in a quarter, a parent conference will be requested by the Upper School Head.

Removal from class: If a student is removed from class they will report immediately to the Upper School Head's office. The head of household will be notified after a conference with a student. Depending on the

severity of the behavior, the student may be permitted to attend the remaining class periods, or he/she will be sent home.

Note: In order to address behavior appropriately, there may be situations in which a student receives a lunch detention or other consequence without prior warnings. Teacher discretion will be used in these circumstances to determine the appropriate action.

Grades 9-12

It is expected that a Rhetoric student has the maturity to conduct himself/herself appropriately in the classroom. Therefore, if a Rhetoric student behaves in a manner inconsistent with the expectations outlined above, he or she will receive either a lunch, after school detention, or be removed from class. If a Rhetoric student receives multiple lunch detentions per quarter additional consequences may follow for each infraction thereafter. More than two after school detentions in a semester may result in a parent conference with the Upper School Head.

3.4. Administrative Involvement in Discipline

Grammar School

The Grammar Head, with support from the Assistant Grammar Head, is involved in the classroom discipline process in an ongoing way as a coach and encourager. He/she will intervene in the training and discipline process when teachers' attempts at training student behaviors require additional support. In order to address student offenses and behaviors, the Grammar Head will meet with students and teachers, call parents (the head of household), and conference with teachers and parents as needed.

In the case of persistent patterns of disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Grammar Head may issue a consequence of verbal discipline, denial of privileges, withdrawal from the classroom, and/or a call to seek restitution. The discipline will be administered in light of the individual student's issue, attitude, and other relevant information. All discipline will be based on biblical principles, e.g. restitution and reconciliation. Covenant Classical School will not administer corporal punishment.

Five basic behaviors will automatically necessitate discipline from an administrator, rather than a teacher. These behaviors are:

- Disrespect shown to any staff member
- Dishonesty in any situation while at school, including lying, cheating, and stealing
- Rebellion, i.e. outright disobedience in response to instructions
- Fighting, i.e. striking in anger with the intention to harm the other student(s)
- Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain

Logic-Rhetoric School

The Upper School Head is involved in the classroom discipline process in an ongoing way as a coach and encourager. He will intervene in the training and discipline process when teachers' attempts at training student behaviors require additional support. In order to address student offenses and behaviors, he will meet with students and teachers, call parents (the head of household), and conference with teachers and parents as needed.

In the case of persistent patterns of disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Upper School Head may issue any of the consequences listed below. The discipline will be administered in light of the individual student's issue, attitude, and other relevant information. All discipline will be based on biblical principles, e.g. restitution, seeking

forgiveness, restoration of fellowship, no lingering attitudes, and so forth. Covenant Classical School will not administer corporal punishment.

- *Detention:* Persistent or significant infractions may result in an after school or lunch detention. Lunch detention will be served in Room 109 on Tuesday and Thursday from 12:05-12:30. Lunch may be eaten during detention. After school detention will also be held in Room 109 from 3:30-4:30. Students who are assigned a detention must report to Room 109 on time and stay for its entirety. Time in detention will be spent addressing the misbehavior. This could mean writing an apology letter, applying Scripture to the incident, etc.
- *Suspension:* A suspended student is not allowed to attend classes, participate in any athletic or extracurricular events, or represent the school in any manner during the term of his or her suspension. In-school suspension will be served on campus. Out-of-school suspension students will not be allowed on campus during the term of suspension.
- *Suspension for the Remainder of the Day:* For offenses the Headmaster deems to be especially severe, he may suspend the student for the remainder of the school day. In such cases, he will call one of the student's parents (head of household), explain the offense, and request that the student be picked up as soon as possible. Students may receive a maximum of 70% credit for assignments in the classes missed due to suspension.
- *Suspension for 1 – 5 Days:* For repeat offenders, the Headmaster may suspend the student not only for the remainder of the current day but for one to five additional days. Students under suspension will be required to complete all assignments and homework during their suspension. During the time of suspension, the student is not permitted on campus during regular school hours or permitted to participate in organized school activities. Students who are suspended will be allowed to make up all academic work but will receive a maximum grade of 70% on all assignments. Students should personally contact their teachers to get their assignments and be prepared to turn them in and/or take tests on the day that they return to class unless they make other arrangements with the teacher.
- *Probation:* For especially serious problems, the Headmaster may place a student on probation. Probation is an extended period in which the student is subject to specified conditions in order to remain at the school (e.g. an action plan). This could include time in or outside of school depending on the nature and severity of the action. Probation is instituted only after consultation and counseling with the student and parents and typically lasts for six weeks, though it may be for the remainder of the school year. Student activities will be limited during the probation period at the discretion of the Headmaster. Students on probation will be required to complete school work, however, credit will not be given for assignments.
- *Dismissal:* In the event that none of the methods available to either teacher or the Headmaster are effective in correcting a student's behavior or attitude, or if a first offense is of serious magnitude, the Headmaster may dismiss the student. A student is separated from the School for the remainder of the school year. In certain cases a dismissal may be for the following school year. Dismissed students are not permitted on campus during regular school hours or to participate in organized school activities. A dismissed student may apply for re-admission to the Headmaster, though acceptance is not guaranteed.
- *Expulsion:* In more serious cases a student may be separated from the school permanently. The parents of an expelled (or dismissed) student may appeal the decision in writing to the School Board.

3.5. Uniform Policy

The dress code is designed to:

- Help maintain student behavior and productivity.
- Cultivate a sense of proper decorum.
- Instill in students a sense of belonging and loyalty to the school.
- Diminish fashion and socioeconomic cliques.
- Promote a positive impression of CCS within our community.
- Encourage a biblical attitude of modesty and humility, exemplified through outward presentation.
- Make expectations as clear as possible in order to minimize the appearance of arbitrary enforcement.

Please refer to the school website (<http://www.covenantfw.org/recources/uniforms>) for the most accurate and current explanation of the CCS dress code. Students should carefully abide by CCS uniform regulations as set forth on the school website.

Grammar School Enforcement of Dress Code

Parents will be notified when a K-6th grade student is out of compliance with the uniform policy. Repeated incidents may also result in the lowering of a student's character grade. If a student is dressed immodestly, he/she will be required to change clothes as soon as possible.

Logic-Rhetoric School Enforcement of Dress Code

A 7-12th grade student who fails to comply with any of the uniform regulations may receive the following consequences:

Infractions 1-5	Warning
Infractions 6-8	Parent Contact, Loss of Spirit Day/Free Dress, Lunch Detention
Infraction 9-10	Parent Contact, Loss of Spirit Day/Free Dress, Other Consequences

Any additional infractions will result in consequences determined by the Upper School Head. If a student is out of dress code, he/she must take necessary steps to come into compliance, e.g., (removing/storing of non-uniform outerwear). If a student is immodest, he/she will be required to change. Infractions are not cumulative from semester to semester.

3.6. Lunch

Schedule

Students meet for lunch according to the following schedule:

Grades K-2	11:00 AM – 11:30 AM
Grades 3-6	11:30 AM – 12:00 PM
Grades 7-12	12:00 PM – 12:45 PM

Lunch Content

Please send a sack lunch for your child without glass containers. Avoid foods and drinks that are high in sugar content, since these foods make it difficult for some students to stay focused in the classroom. Send items that will not require assistance from the teacher. Sixth grade students are the only Grammar School students who have access to the microwave.

Lunchroom Behavior

Students are to follow a set of reasonable rules in order for the lunchroom to operate smoothly and allow all students to eat in as pleasant a setting as possible. Students will be expected to:

- Walk to the Auditorium in a calm manner.
- Get in line in an orderly fashion.
- Cooperate with requests of teachers and parents in a polite way (yes ma'am, please, thank you)
- Eat food in the Auditorium only, not in other areas of the building (unless permission is given)
- Clean up after self and push in chair neatly before leaving the Auditorium. Houses will be assigned cleaning responsibilities on a rotating cycle.
- Refrain from throwing food or other objects.
- Grades K-7th grade students are expected to remain in the Auditorium during the entire lunch period
- With administrator permission, 7th grade students may play in the gym under supervision of a teacher

- 8th grade students may earn the privilege of free access to the gym during lunch after quarter one
- All students must refrain from eating or sleeping in cars in the parking lot

Forgotten Lunch

Parents who need to deliver a lunch to their child are required to come to school at the scheduled lunch period, sign in with the receptionist, and meet the child in the Auditorium.

Lunch with a Parent or Grandparent

Parents or grandparents who wish to have lunch with their child are required to sign in with the receptionist and meet their child in the Auditorium.

Birthdays

When a student has a birthday, parents may bring individually portioned special treats to be shared with the student's class at a time designated by the classroom teacher or an administrator. Please check with the child's teacher or administrator *prior to* the child's birthday to coordinate the treat and timing.

Logic-Rhetoric Clubs

Clubs, if necessary, will be able to meet in classrooms during lunch. Students will follow the same lunch guidelines when eating in classrooms as in the Auditorium. Seniors may eat in the Commons.

Logic-Rhetoric Student Visitors

Logic-Rhetoric School students are not permitted to have lunch visitors without prior permission from the Upper School Head. A request form may be obtained from the front office. Visitors are in the care of the student host, are subject to regular school rules, and must be neatly and modestly attired. Visitors should report to the office upon entering school. Students are required to fill out a request form and submit it at least one day in advance of the visit. Last minute requests will not be granted. Church staff may come without filling out a request form but must check in at the office.

3.7. Food and Drink

The following guidelines provide the parameters for consuming food and drinks during the school day. The purpose of these rules is to minimize distractions in the classroom and maintain care for the facilities.

- Food is only permitted in the classroom when it is for the entire class and approved by the teacher
- No gum or candy is allowed in class
- Water is the only beverage permitted in grades 7-11 classrooms without prior permission from teacher
- Parents may not deliver treats or drinks during the school day without prior permission from teacher

3.8. Electronics

General Guidelines

A telephone is provided for students to use upon request in both school offices at the receptionist's desk. Students are discouraged from bringing any electronic device to school. Using cell phones, iPods, headphones, tablets (such as iPads), and other electronics (with the exception of calculators) is prohibited during the school day.

If a student brings electronics (including cell phones) to school, they must remain turned off and in the student's locker throughout the school day. All electronic devices must be put away upon entering the

school building. If cell phones, iPods, headphones, or other electronics are seen or heard by a teacher on the school campus during the school day, they will be confiscated and held in the Grammar Head or Upper School Head's office until the end of day. At the conclusion of the school day, a parent will be required to pick it up. A second offense within a semester will result in the confiscation of the phone/device for one week. After a full calendar week from the time of confiscation the parent of the student may retrieve the device. Additional infractions may result in administrative disciplinary consequences listed above.

Students must obtain prior approval from the teacher to use other academic electronic devices such as laptop computers (or tablets used in the same manner as laptops), etc., which are necessary for designated classes. Games should not be played on computers (see CCS Computer Acceptable Use Agreement). Failure to comply will result in forfeiture of the equipment until it is retrieved by the student's parents.

Students who receive prior approval to bring computers (or tablets used in the same manner as laptops) to school must use them for educational purposes only. "Educational purposes" include classroom work, assignments, guidance counseling, and self-directed learning in keeping with the mission and purpose of CCS. Except in rare cases, "educational purposes" do not include using the internet. Students may not use messaging systems or social networking on personal or school computers during the school day. The use of the school's computers or permission to use personally owned laptops is a privilege that will be revoked from a student who violates the CCS Computer Acceptable Use Agreement (see below).

All electronic policies apply during exams.

Students may not use the copiers. Students are responsible for making any copies and prints on their own devices and own time.

CCS Computer Acceptable Use Policy

Students must understand that access to the Internet originating at Covenant Classical School is a privilege, not a right. Therefore, students will respect and honor the conditions and expectations of the school in regards to computer usage. The full AUP is located in Appendix A. A summary of the principles of the AUP is located below.

In summary, students shall:

- Follow all written and verbal instructions given by designated CCS faculty and staff regarding the proper use of CCS computers and the Internet.
- Use CCS computers and internet services only for academic purposes to support the educational and instructional program of CCS and shall not use such for any purpose other than that which is directly related to school assignments or activities (this includes all games).
- Go online only through the CCS provided network.
- Show all storage media coming from outside the school to a designated faculty or staff member for approval if requested.
- Abide by local, state, national, and international regulations in using this resource.
- Use this service in support of education and research consistent with the school's policy.
- Make available for inspection by an administrator or teacher any messages sent or received over the network.
- Abide by the copyright laws, copying or transferring only copyrighted materials for which copying or transferring is authorized.
- Use appropriate language in all communications.
- Use his/her real name in all activities associated with this resource.
- Respect the privacy of others (the original author's prior consent is always required to re-post communications).
- Understand that information obtained via the Internet may or may not be accurate.

Students shall not:

- Make use of materials or attempt to locate material unacceptable in a school setting. The criteria for acceptability is demonstrated by the types of materials made available to students by administrators and teachers.
- Attempt to discover passwords or other measures CCS uses to control access to this resource. If a student should inadvertently discover passwords or other measures used to control access to this resource, he/she agrees to report this to whoever may be in charge at the time.
- Change or attempt to change the configuration of the software which controls access to the Internet.
- Use profane, obscene, offensive, or inflammatory speech.
- Make personal attacks on anyone using this resource or engage in other tortuous activities (libel, harassment, assault, etc.) which injure others.
- Use this resource for any illegal or commercial activity. This includes but is not limited to tampering with computer hardware or software, unauthorized entry into computers, vandalism, or destruction of computer files. Such activity is a crime under state and federal laws.
- Introduce or knowingly allow the introduction of any computer virus into a computer from this resource.
- Use intellectual property for plagiarism or any other form of academic dishonesty. The student understands that he/she is expected to properly document any resources found on the Internet according to accepted writing protocol.

If any student's use violates any acceptable use provision(s) outlined in the AUP, his/her access may be terminated. School and computer system administrators may prevent individual access at any time and will have the final judgment as to inappropriate use. Termination could also result in disciplinary action. The School reserves the right to revise this policy from time to time with prior notification to users.

4. Activities in Student Life

4.1. Chapel

Chapel is a time set apart during the day for worship. Students regularly join with faculty and with their peers in focusing upon the Lord through worshiping together each morning. Grammar school chapel is held Monday through Thursday, 8:20 AM – 8:40 AM, in the Auditorium. On Tuesdays, sixth grade students do not attend the Grammar school chapel but instead join 7th and 8th grade students for a special chapel together, 9:55 AM – 10:15 AM.

Logic-Rhetoric school chapels are held Monday through Thursday, 9:55 AM – 10:15 AM, and abide by the following schedule:

- Monday: a more liturgical service that includes singing a hymn or contemporary worship song
- Tuesday: 6-8th students meet for chapel while 9-12th grade students meet in small groups with an advisor
- Wednesday: teachers and guest speakers share devotions
- Thursday: time is designated for students to pray in their assigned Houses

All school chapel is the typically the last Wednesday of each month, 9:55 AM – 10:15 AM.

4.2. Field Trips

The Covenant experience is designed to extend beyond the classroom. In the Grammar school years, field trips are an important part of the education program. Each class will participate in a number of field trips each year. Faculty members and parents supervise these excursions, and parents may provide transportation in private cars or ride the school bus.

School sponsored activities, such as after-school parties, are also excellent ways for students to get to know others and for building relationships in more relaxed environments. Faculty members and parents are encouraged to assist in sponsoring activities that foster these values in our students.

All adults participating in a field trip or similar school sponsored activity, either as volunteers, chaperones, drivers, or attendees, agree to the following standards:

- Parents must sign an Emergency Care at the beginning of the year, which will be kept on file.
- Appropriate attire and decorum is required on all field trips and school-sponsored activities for students, teachers, and parents.
- Siblings or children other than those enrolled in the class are not permitted on school-sponsored trips or activities.
- Volunteer drivers and their cars will be used unless the school has arranged special group transportation.
- The official leader of each field trip or school-sponsored activity shall be the teacher or other staff member approved by the administration.
- Parent chaperones have the responsibility for the students assigned to him/her by the teacher, including their safety and conduct, and must ensure that students are chaperoned at all times during the trip or activity. Parents may not alter teacher plans.
- All drivers must be pre-approved, be at least 21 years of age, and must have a good driving record. Each driver must have completed Ministry Safe training. A copy of the driver's proof of insurance and driver's license must be on file.
- Adult drivers must ensure that all occupants wear proper restraints and must maintain posted speed limits. Each driver assumes full legal and financial responsibility for the operation of the vehicle and for the safety of the passengers.
- Personal electronics may not be brought to any school-sponsored trip or event. Movies, etc. may not be used in vehicles without specific teacher approval. If staying hotels, televisions may not be used without direct adult supervision. Television programming and movies must have a "G" rating, and written parental consent must be provided.
- Students, parents, and teachers are expected to conduct themselves as in the presence of God and in harmony with the standards and policies of Covenant Classical School.
- Parent chaperones are role models to students at all times. All adults are to adhere to planned activities and not encourage spontaneous activities without the permission of the teacher in charge. Chaperones are expected to assist the teacher in holding students to the standard of behavior that is acceptable as in the classroom. Students are expected to listen attentively, speak and act respectfully, and cheerfully and promptly obey the instructions of the teacher, the parent chaperones, and the tour leaders.

4.3. Annual Spring Gala

The Gala is a formal banquet held in May to honor the seniors of CCS. It involves student videos, a junior tribute to the seniors, faculty charges to each senior, and an address from the Headmaster. Costs will vary depending on the event location and number of guests each family invites.

4.4. Senior Privileges

Seniors at Covenant enjoy a number of privileges that go along with the leadership responsibilities incumbent upon them. These privileges are subject to administrative discretion and can be granted or revoked at any time based on the compliance of the class as a whole.

- Seniors may have beverages other than water in class without prior permission from the teacher
- Along with juniors, seniors may leave campus for lunch if permission from parents is on file
- Seniors may earn the privilege to wear outerwear branded by the college that they will be *attending*
- Seniors have a Senior Commons they may use to eat lunch and hang out before or after school, etc.

Other students may not be invited into the Commons. The room must be kept clean and well-ordered at all times. The seniors are responsible for furnishing the Commons, and the Upper School Head must approve all decorations. Students may use a refrigerator, coffee maker, microwave, or other approved items. The electronics policy outlined above applies to the Senior Commons as well.

5. Admissions

5.1. Philosophy

Covenant is an institution established to provide academic training in an atmosphere wherein Christ is acknowledged and honored. Consequently, admission guidelines and policies are established to ensure that all CCS families share common beliefs about both God and education. Because of the conviction that parents are the primary educators of their children, CCS strives to partner with parents to reinforce and supplement the spiritual training given in the home. CCS requires that at least one parent be a professing Christian, that at least one parent and the child regularly attend and actively participate in a local church where the Bible is sincerely believed and faithfully taught, that at least one parent has stated agreement with the key elements of Christianity that are detailed in Covenant's Statement of Faith, and that parents agree with the mission and philosophy of the school. Based on this like-mindedness and evidence of their potential academic success, students are admitted to Covenant Classical School.

5.2. Re-Enrollment

Re-enrollment for the following academic year is offered to current Covenant students each January prior to opening enrollment to prospective, new students. A seat is secured for all returning students once the Parental Enrollment Contract and (non-refundable) tuition deposit are received. Any overdue tuition balances must be paid prior to re-enrollment. Current families who do not meet the re-enrollment deadline assume the risk of losing their child's seat to a new applicant and also will be assessed a re-enrollment fee should they choose to re-enroll at a later date. Advancement to the next grade will be contingent upon the student's successful completion of all requirements at the current grade.

Covenant siblings are offered priority in the admission process. Applications for sibling enrollment are accepted during the Re-enrollment period. Siblings are given early admission testing dates, and available seats are first offered to Covenant siblings who demonstrate academic readiness before they are offered to prospective or new families. Parent interviews are not required for sibling applicants.

5.3. Financial Matters

Tuition and Tuition Assistance

Tuition and other fees are set on an annual basis by the Board. The Tuition schedule is posted on the website and included in re-enrollment and new application packets. The tuition of CCS does not fully cover the total cost of educating each student, so the school also relies on contributions in addition to annual tuition. The school does provide a need-based Tuition Assistance program to aid families who desire classical, Christian schooling for their children but whose financial resources may prevent enrollment at the full rate of tuition. Tuition Assistance awards are offered first to returning students and then to new applicants until the budgeted amount is reached. Applications for tuition assistance can be made online and are required from interested new families at the time that they submit their application for enrollment. Returning CCS families must comply with the Tuition Assistance application deadlines established each year (usually December 1).

Payment of Tuition

Tuition payments are due on the fourth of every month, March through February. If you have any questions regarding tuition and/or bank drafts, please contact the Business Manager.

Fees

Tuition not paid in full by the fifteenth day of the month is overdue. A \$25 late fee will be assessed for all overdue tuition. If the tuition payment is not received by the end of the month, student(s) may not be allowed to continue to attend school. Parents are asked to contact the business office if they anticipate a late payment.

5.4. Statement of Non-Discrimination

Covenant Classical School admits students of any race, color, national and ethnic origin to all rights, privileges, and activities generally accorded or made available to students in the school. It does not discriminate on the basis of color or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

6. Communication

A student's successful experience at CCS depends upon successful partnership, which means open communication between the parents and the school. This requires persistent effort on both sides combined with mutual trust and respect. Regular communication between the teacher and the parents is critical for the success of the student and for building a supportive relationship with the family. Teachers will do whatever is reasonable to foster open and helpful communication between the home and classroom.

6.1. Email

Parents are encouraged to email teachers with questions regarding class or student concerns, questions, or encouragements. Teachers will respond to parent emails in timely manner. The goal is for teachers to respond within 24 hours, but please be patient if teachers are not able to do this every time. Teachers are instructed not to engage in conflict over email. If they receive an email that they sense is inflammatory or potentially adversarial, they will call to talk or set up a meeting. If parents have a sensitive issue to discuss with a teacher, they should set up a meeting or phone conference rather than email.

6.2. RenWeb

RenWeb is the database and grading system used by the school. ParentsWeb is available for all parents to access their child's grades, contact information, and to make lunch orders. Grades are posted weekly by teachers. Parents are asked to monitor their child's progress, discuss pertinent information with their child, and contact the teacher if necessary. Emails from the school, including administrators and teachers, are also sometimes sent via RenWeb. Students may also access RenWeb to monitor their grades and progress. RenWeb will be inaccessible to parents at the end of grading periods to allow time for teachers to enter final grades and provide the most accurate information possible.

6.3. Website

The primary place for parents to get information about the school is from the website (www.covenantfw.org). Many questions are quickly and completely answered through this medium. In addition to the school office postings of announcements, the school website contains schedules, calendars, articles, and other helpful information.

6.4. eBlast

The eBlast is an email sent from the school weekly (typically every Monday) to provide reminders of the week's activities and events.

6.5. TextAlert System

The CCS TextAlert System is an emergency communication system delivered via your cell phone's SMS messaging system. Time-sensitive communication of school closures and weather emergencies are pushed to registered phones when the system is implemented. Registration of cell phone numbers must occur each school year to participate in the system. Registration is available via the website at the following URL, <http://covenantfw.org/resources/textalert-notification-system/>.

6.6. Invitations or Notes to Other Parents

No party invitations, notes to parents, or any other handouts should be sent to school with the expectation that the teachers will distribute and send them home with the students.

6.7. Conflict Resolution

Objective

As Christians, we believe that the Bible commands us to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community. The objective of this policy is to establish biblical guidelines for the resolution of disputes in the operation of CCS.

Scope

These guidelines are to be followed whenever there is a dispute concerning any aspect of CCS operations between any two parties connected in a direct way to the school, if the dispute is not successfully resolved first directly between the individuals involved. This includes students, parents, staff, volunteers, administration, and Board.

Definitions

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of CCS objectives and goals.

Appeal: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

General Guidelines and Procedures

It is understood that if any disputes arise which are not covered by this policy, the Headmaster will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18:15-20 and James 3 will be followed. A respectful demeanor is required at all times.

Any dispute or grievance shall remain confidential among the parties. Failure to follow these guidelines and procedures for resolution could lead to unnecessary gossip that would dishonor our Lord and disrupt the peace and purity that should be enjoyed by the Body of Christ.

Students/Parents to Teachers

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the problem is not resolved and concerns curriculum and pedagogy, the parents or student may bring the issue to the department chair or Dean of Academics first, who will then collaborate with the corresponding division head and/or student support services staff if necessary to resolve the problem; if it does not concern curriculum or pedagogy, then the parents or student should communicate with the division Head and finally the Headmaster. If the student brings the concern, he or she must have permission from his or her parents to do so.

Parents/Patrons to Headmaster

If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the division Head or Headmaster. If, after meeting with the Headmaster, parents wish to appeal to the Board, they may write a statement on two pages or fewer, sign their names, and date the statement, then submit it to the Chair of the Board.

7. Institutional Policies

7.1. Appointments

Parents are asked to email or call a teacher to set up a meeting if a significant issue or concern needs to be discussed. Teachers are often helping other students, going to meetings, planning, etc. after school. Therefore, it is best to notify the teacher of the concern and schedule a time to meet rather than “pop in” after school. If parents desire a meeting with the Assistant Grammar Head, Grammar Head, Upper School Head, Dean of Academics or the Headmaster, they should make arrangements through the corresponding office.

7.2. Hooks, Shelves, and Lockers

Grammar School

Each student is assigned a hook/shelf or locker for the storage of lunches and personal items. Students may not bring toys to school and may not store toys on their assigned shelves. Students may not decorate hooks/shelves with personal items. Since hooks/shelves and lockers are permanent parts of the building, students are expected to keep them in good, usable condition.

Logic-Rhetoric School

Each student is assigned a locker for school books or supplies, lunches, and personal items, which are needed for school. It is the student’s responsibility to see that his/her belongings are kept secure at all times. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Administration may inspect any locker at any time when the safety and/or welfare of the school or student body are in question. Lockers remain the property of the school.

Students may use: magnets to hang items and plastic locker shelving. Students may not use: tape to hang items, sticky-tack (to hang items), stickers or anything with an adhesive backing. Additional guidelines are listed below.

- Lockers are to be used to store school supplies and personal items necessary for use at school.
- Do not share the locker with another person.
- Do not share a locker combination with another person.
- Do not write or mark on the inner or outer surfaces of the locker.
- Do not place any contents in the locker that may spill or leak, or any item that may damage or affect the property of others.
- Do not store perishable foods in the locker that will spoil or cause odors (only the lunch for the day).
- Do not leave soiled clothing or shoes that will cause unpleasant odors.
- Report any abuse of privilege or acts of vandalism to a teacher or administrator immediately.

7.3. Arrival and Dismissal

Grammar School Arrival

Students may not enter buildings until 7:55 AM. Students in grades K-1 may only be permitted to enter the K-1 building when a greeter (administration/faculty) is present. Any students entering a building prior to 7:55 AM should have made arrangements beforehand with a teacher. Upon entering the building, students are to report immediately to their classrooms.

Students in grades K-4 are to be dropped off along the inlet on the north side of the campus next to the 2-4 building. All students in grades 5-6 will be dropped off along the inlet on the south side of the campus next to Fine Arts building. All vehicles must pull as far forward as possible upon entering the inlet.

Grammar School Dismissal

Students will follow the classroom teacher's end-of-the-day procedures prior to dismissal. Siblings of 4-6th grade students will be taken to the Fine Arts (grades 5-6) building to line up for pick up. Students are expected to wait for dismissal in an orderly manner and will not be allowed to eat or play with toys during this time. Students will be dismissed only to a parent or other designated individual listed on the student boarding pass. If an individual not on the boarding pass attempts to pick up a student without prior notification, the person will be sent to the office for verification. Students will not be dismissed directly to the playground. Parents will be asked to pick up students, park and accompany them to the playground. Students must be supervised after school. A student who is not picked up by 3:30 PM will be taken by his/her teacher to the office to be picked up. The teacher is responsible for making certain that the student's parents have been contacted/reminded to pick up their child.

Logic-Rhetoric School Arrival

Students arriving to school early will stay in the Upper School building. They are expected to remain in the building and should:

- Take care not to drop paper or other debris in the hallways, lobby, or classrooms.
- Not mark on furniture, lockers, or walls.
- Be considerate of others. Students should especially be considerate of early morning meetings and tutoring sessions that may be conducted during this time.
- Be in proper dress code upon entrance into the building and have all electronic devices put away.

Students may report to their lockers, if necessary, and get materials, socialize, and go to the restroom. At 8:10, students should go to first period. Students arriving late will report to the office to get a Tardy Pass from the front office.

Logic-Rhetoric School Dismissal

At dismissal, students will go to their lockers, if necessary, and then move efficiently to the parent pick-up area or the appropriate after-school activity. Students are permitted to use their headphones or cell phones (if necessary) when the final school bell rings. Students may change into non-uniform clothes after school. However, whatever changes are made must also meet modest dress clothes requirements (as determined by teachers).

Students must be supervised after school. “Hanging out” in or around the building unsupervised after school is not permitted. Students who remain on campus without parent supervision must report to the front office.

Students may not use skateboards (or things similar) on campus at any time.

7.4. Vehicles on Campus

Please note that the south gate is for entry to CCS. The north gate is for exiting campus. Please do not leave your vehicle unattended when in the drop-off and pick-up lanes. Arrival and dismissal procedures are more efficient when everyone is focused. When picking up a Grammar school student, please hold the placard with your family name in the front windshield when you enter the pick-up lane. This is very helpful, especially during the early weeks of the school year, in recognizing vehicles.

Take extra care when children are in the parking lot. To ensure the safety of our students, park all vehicles appropriately in the school parking lot. Be sure that your children are properly secured in your vehicle before moving your vehicle forward.

7.5. Attendance

Class attendance is essential for success as a student. Even justifiable absences often result in lower grades because of class time that is missed. Since absence from class is potentially detrimental to a student’s academic performance, and since students often find it difficult to catch up on missed work, parents should allow their children to miss school only for the most worthy reasons.

A student enrolled in Covenant Classical School is expected to be present and on time every day that school is in session. Students who arrive after 11:00 AM on Monday through Thursday, will be considered absent for half of a day.

7.6. Tardies and Absences

Unexcused Tardies

The academic day begins at 8:15 A.M. To be considered on time for class, students must be seated in their desks and appropriately prepared to begin class. Please plan extra time for travel each day. It is better to be early than late. It is also better to be late than drive in a dangerous manner.

Parents who arrive with their K-6th grade children after 8:15 AM will need to accompany their child and report to the Grammar school administration building to obtain a tardy slip before the child can go to the classroom. If a child arrives during Grammar chapel, the parent may choose to: one, remain with the child in the office until the child’s class returns from chapel; two, sit at the back of the Auditorium with their child for the remaining chapel time and then let their child join his/her classmates when the class is dismissed from chapel; or three, sit with their child in their vehicle until their child is able to rejoin his/her classmates upon their dismissal from chapel.

Seventh through twelfth grade students who arrive after 8:15 A.M. will need to report to the Receptionist with a parental note stating the reason for the tardiness. The student will sign-in and receive a pass to class with the understanding that they will be marked with an unexcused tardy (TU) if less than half of the class period has elapsed, else they may be marked with an unexcused absence (AU).

Students must be in their assigned places throughout the day. Students not in their desks and prepared for class at the beginning of each class period may be considered tardy. The following describes the actions that may be taken for student tardiness within each semester:

<i>Tardies</i>	<i>K-6th Consequence</i>	<i>7-12th Consequence</i>
1-8	Parent contact	Warning to student
9-10	Parent conference	Parent contact + student lunch detention

Any additional infractions will result in a conference with parents as well as consequences determined by the either the Grammar Head or Upper School Head. Infractions are not cumulative from semester to semester.

Excused Tardies and Absences

Because each instructional minute is designed to contribute significantly to the curriculum objectives of Covenant Classical School, and because the instructional program is progressive and sequential, absences are strongly discouraged. Under certain excused conditions, however, students are permitted to make up work missed or to complete work ahead of schedule for full credit.

The following circumstances are those under which an absence or tardy is considered excused:

- Student illness.
- Family emergency.
- Unanticipated inclement weather.
- Planned extended absences.

Parents are requested to notify the school of planned absences in the following manner:

- Short-Term Absences (including College Visits): If a student needs to be absent from school for one to two days, for any reason, the parents should contact the student’s teacher by note, phone, or email as soon as possible, preferably with a week notice, and make arrangements to complete missed work.
- Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should notify the Grammar School Head or Upper School Head prior to the absence explaining the circumstances. Notification should be made as soon as possible preferably with a week notice, to limit the amount of missed schoolwork.

In the event that a planned extended absence will result in missed exams, written notification must be given to the office at least five days prior to the absence. At the discretion of the teacher, exams may be taken prior to a planned absence.

Since classroom instruction is of the utmost importance and cannot be replaced by completing work at home, if a Logic-Rhetoric school student accrues more than 16 excused or unexcused absences in any class he/she will be required to complete a prescribed course of remediation determined by the Upper School Head in order to earn credit.

We strongly suggest that parents avoid planned absences on the days immediately prior to or after school vacation days (Thanksgiving Break, Christmas Break, Spring Break, etc.).

7.7. Missed Classwork and Assessments

In the event of an excused tardy or absence, missed classwork and/or assessments are to be made up in a timely manner. A student is allowed the same amount of time or number of class meetings to complete missed classwork as he/she missed due to a tardy or absence. A quiz or test that is missed due to an excused tardy or absence should be made up at a time appointed by the teacher not to exceed three class days of returning to school. In situations where the student has extended absences the teacher may allow more time. Quizzes and tests not made up in a timely fashion will be assigned a grade of zero. It is the responsibility of the student to arrange for making up missed assessments within the prescribed time period. In the Logic-Rhetoric school, the preferred time to make up an assessment is during the next available study hall.

All classwork missed due to an unexcused tardy or absence will normally receive a grade of zero. Exceptions may be determined by the administration. A quiz or a test that is missed due to an unexcused absence or tardy must be made up that same day or the student will receive a grade of zero.

7.8. Early Dismissals

If a parent is picking up a child early during the school day, please send an email the night beforehand to the impacted teacher(s) and the corresponding office. Arrangements will be made so that the child will be waiting in the Administration building for pick-up.

7.9. Bible Translation

The English Standard Version (ESV) translation shall be used whenever Scripture is read aloud, studied, or recited in classes at Covenant Classical School. By choosing the ESV for use in the school, the school is not implying that no other translations could have been legitimately chosen or that the ESV is necessarily the best English translation. CCS is simply trying to reduce the potential for confusion in the classroom by choosing a single translation from among the possible candidates.

7.10. Holidays

The guiding principle for determining how a particular holiday or event may be celebrated is “whatever you do, do all to the glory of God” (I Corinthians 10:31b). We recognize that although the guiding principle is beyond dispute, Christians disagree on some aspects of the application of this principle concerning certain holidays. In adopting this particular policy, CCS does not imply that other policies would be necessarily sinful.

Halloween: CCS does not celebrate Halloween at school. Teachers may want to celebrate Reformation Day (October 31) by discussing the major events and leaders of the Reformation.

Thanksgiving: School is closed for Thanksgiving week. In the days prior to the holiday, teachers are encouraged to instruct their students about the historical and biblical foundations of the day.

Valentine’s Day: School is open. Children may exchange valentines only after school. No formal recognition of Valentine’s Day is acknowledged by the school.

Christmas: School is closed for two weeks during Christmas. Teachers are encouraged to remind students about the events surrounding Christ’s birth and about the purpose of His incarnation. Class decorations will not include Santa Claus, reindeer, elves, stockings, or other secular references.

Good Friday and Easter Monday: School is closed. Teachers are encouraged to emphasize the events surrounding Christ’s death, burial, and resurrection, and to discuss the importance of those events.

Decorations and activities associated with the secular observance of Easter (such as the Easter bunny and egg hunts) are not permitted.

7.11. Inclement Weather

Because school transportation is not provided, parents must be responsible for getting children safely to and from school. Even if school is officially open, parents who do not believe that road conditions in their area permit safe travel should not attempt to get their children to school; they should keep their children at home and notify the school (by an email to the corresponding office) that they are doing so. When classes are cancelled because of weather, Covenant Classical School will be listed at <http://www.nbcdfw.com/> and channel 5. Closing and other weather-related information will also be communicated via the textAlert emergency contact system, the school website, and the school's Facebook page.

7.12. Student Drivers

Students with a valid driver's license are permitted to drive to school. Student drivers must register their vehicle(s) with the office. The registration includes a parent authorization and information about the automobile(s). Student drivers may not leave campus without written permission from a parent. Accompanying students also must have written permission from a parent to ride with a student driver. Juniors and seniors are permitted to leave campus for lunch, provided they have a permanent note in the office from their parents permitting them to do so. Students may not be in a vehicle with only one student of the opposite gender. All students leaving campus during the school day are required to sign out of the office when they leave and sign back in when they return.

7.13. Safety

Safety and security of all students, school community members, and property are a central priority of CCS. Detailed safety plans are reviewed with staff and students and available in the front office. Fire drills are held monthly and other drills as needed.

Visitors

All visitors to the campus must check in at either the Grammar office or the Logic-Rhetoric office first, prior to entering any classroom. All visitors will wear a badge provided by administration indicating their visitor status. Keys will not be distributed to visitors on campus.

Medication

- Parents must provide all OTC medication for their own children.
- These medications must be in their original, small containers, clearly labeled with the child's name.
- These medications must be kept in the office.
- No student may carry or administer medications. Special exceptions may be made for inhalers or other medications.
- Children of different families will NOT be permitted to share medication.
- Failure to comply with these standards may result in disciplinary action.

Emergencies/Accidents

All accidents, regardless of how slight the injury may be, must be reported to the teacher in charge of the class or activity. The school office manager is trained in CPR and general First Aid. When students are ill or injured, parents will be notified as soon as possible. Minor scratches and bruises will be treated with ice and/or Band-Aids and antiseptic spray.

Communicable Diseases

Students who have had a fever of 100° or who have been vomiting within the past 24 hours should not come to school. Students with a fever of 100° or above or who are vomiting at school will be sent home. CCS does not maintain facilities to care for sick students and will notify parents to pick them up from CCS immediately. If a student has an illness that a doctor determines to be contagious, consideration of other students must be given, and parents are urged to keep children at home until they are no longer contagious. It is the responsibility of parents to inform the school if the child has a contagious disease or has been exposed to a contagious disease.

If a student has not received immunizations for reasons of conscience, including religious beliefs, he/she may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

7.14. Textbooks

Textbook Guidelines – Usage and Fines

Each student is responsible for the condition of all his/her textbooks and will be held financially responsible for any excess damage or loss. Initial condition will be documented by the teachers. Normal wear and tear is expected. Damage beyond normal wear and tear will be assessed in one of two ways:

- The student will be fined a flat fee of \$4.00 for each book with minor damage.
- The student will be charged the replacement price of the book. This damage includes, but is not limited to: mildew, missing pages, broken backs, glue, writing, graffiti, etc.

If a book is lost or stolen, the student will be assessed the full price (minus depreciation) of the book. Replacement book charges are 100% of the first two years of use, 90% of the third year of use, etc.

Primary Source Books

Students in the 7th-12th grades are responsible to purchase primary source books for all literature classes and some foreign language, theology, philosophy, and rhetoric classes. The purpose of this is to enable students to engage their texts more (underlining, annotations, etc.) and own these great books. Literature packets containing the required books for each grade level will be available at Parent Orientation. Every effort will be made to minimize costs to parents. Costs will vary according to grade level.

7.15. Parent Volunteers

Parent volunteers are welcome and appreciated. The success of CCS depends largely on effective partnership with parents. This means that CCS wants and needs parents to be involved. When volunteering, please abide by the following guidelines:

- Schedule the volunteer activity ahead of time.
- If volunteering at the school, first drop off children and then, park in the parking lot.
- Parent visitors or volunteers must sign in with the office in the administration building before entering classroom buildings at any time of the day.
- Siblings are not permitted in the classroom when parents are volunteering.
- All parent volunteers are required to take Ministry Safe training prior working with students.

APPENDIX A

STANDARDS FOR ACCEPTABLE USE & SUPPORT OF THE CCS NETWORK, INTERNET, AND INTRANET AND THE CCS ACCEPTABLE USE POLICY (AUP) FORM

For purposes of this document, a user is anyone who is authorized to gain access to the CCS Network, Internet, or Intranet. Unauthorized use or access is prohibited.

The Network is the connection between the WAN (Wide Area Network), the LANs (Local Area Networks) and the technology components at a school or building.

(For purposes of "Bring Your Own Device" ("BYOD")), "Technology" refers to privately and or personally owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

The Internet is a worldwide collection of computer networks that serves as a conduit for communication and the global exchange of information. The Internet is not a single network; rather, it consists of thousands of individual networks that allow information to pass among them.

(For purposes of BYOD), only the Internet gateway provided by the school may be accessed while on school premises. This includes, but is not limited to, cell phones, cell network adapters, and other personal Internet connective devices, which may not be used to access the Internet at any time, while on school premises, except through the school Internet gateway.

BYOD Security and Damages: Security for any privately owned portable electronic devices is the sole responsibility of individual owners. Neither CCS, nor its staff or employees, is liable for any device stolen or damaged on school premises. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches be used to physically identify individually owned devices. Additionally, protective cases for technology are encouraged.

CCS has put security and content filtering measures into place, such that all content is reasonably monitored for anything that is inappropriate, objectionable, and/or harmful to children. However, users should understand that CCS cannot guarantee that every inappropriate website or content will be blocked from student access. CCS does not guarantee that all students will have access to computers, the Internet, or files stored on its network 100% of the time. Student access to traditional social media websites such as YouTube and Facebook will continue to be blocked from school networks.

Terms and Conditions of the CCS Acceptable Use Policy (AUP)

1. Personal Responsibility and Safety

- 1.1. I know that school computers, private or personally owned devices and Internet communication tools must be used properly and with respect.
- 1.2. I understand that using the school's computers and accessing the Internet is a privilege that is earned.
- 1.3. I understand that all the rules described in my school's discipline policy and this AUP apply when I am using computers at school.
- 1.4. I understand that I must access the Internet only via the school's network. I may not use a private connection to the Internet, e.g., via a private cellular connection instead of WiFi.
- 1.5. I will immediately stop and tell the teacher or adult in charge if anything happens on the computer or on the Internet that does not seem right or makes me feel uncomfortable (inappropriate, offensive, illegal, any act of bullying or action that violates the AUP).

- 1.6. If I find something that is not appropriate on the Internet, I will leave it right away and tell a teacher or adult.
 - 1.7. I will not show other students inappropriate content.
 - 1.8. I will report any misuse of the computer, private or personally owned devices, or the network to a teacher or administrator.
 - 1.9. I will take care of the computer and all technology equipment as if it belonged to me.
 - 1.10. I understand that CCS may keep a record of everything that is done on the computers and that activities done on the network can be traced back to the person who did it.
2. Inappropriate Uses
- 2.1. I understand that school computers and private or personally owned devices shall be used only for educational purposes and learning.
 - 2.2. I will only use school computers and private or personally owned devices for classroom work assigned by the teacher.
 - 2.3. I will not damage the computer nor load any viruses or spyware onto the computer or network. I understand this would be considered a form of vandalism.
 - 2.4. I will not attempt to bypass security measures on the school network, including the use of proxy servers, anonymizers, etc.
 - 2.5. I will not log on to the teacher's network.
 - 2.6. For purposes of BYOD, I understand that I am responsible for all repairs and support for my private or personally owned device.
3. Digital Citizenship
- 3.1. I will treat people with respect when using the computer and accessing the Internet.
 - 3.2. I will not threaten, insult, gossip, tease, or treat others with cruelty while I am online or using a computer. I understand this type of behavior is a form of bullying and will not be tolerated and will be punished and result in the loss of privileges, as well as any other appropriate sanctions.
 - 3.3. I will respect other students' work on the computer all devices. I will not copy, change, or remove another student's work from the computer any device, the school network, or the Internet.
 - 3.4. I will tell a teacher or administrator whenever I encounter anything on the Internet that I think may be inappropriate or a violation of school policies.
 - 3.5. I will not copy information and use it as if it were my own without giving credit to the author and/or source. I know that failure to properly cite my sources of information is considered plagiarism, a form of cheating, and, in some instances, also a violation of copyright laws.
4. Online Behavior
- 4.1. I will follow these guidelines when using the CCS network and the Internet, including electronic mail (email).
 - 4.2. I understand that things I post on the Internet can be seen by everyone in the world.
 - 4.3. I will not share personal information (either my own nor another student's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet, as required by COPPA.
 - 4.4. I understand that once information has been posted online, or in a blog, it cannot be completely taken back. Even if a post is deleted, there could be older versions that were automatically saved that can be viewed, copied and disseminated.
 - 4.5. I will consider whom I am communicating with and think about how they might interpret my words.
 - 4.6. I will give constructive criticism and comments in order to help people and not humiliate or offend them.
 - 4.7. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs. These are actions that could be considered harassment or bullying.
 - 4.8. I understand that authorities have ways of tracking anything that is posted on the Internet back to the computer or person that posted it even if the person never uses their own name or leaves any personal information. I understand that anything I post on the Internet could eventually be linked to me.

- 4.9. I will only post information that I can verify is true and I will not spread gossip about other students.
- 4.10. I will not impersonate others nor try to trick people into thinking what I wrote was done by someone else.
I understand that this could be a form of bullying and harassment.
- 4.11. I will ask my teacher for clarification whenever I am in doubt about any of the rules or guidelines.
5. Data Storage: I will always be prepared for the possibility that computers or access to the network may not function on any given day. I will be responsible for backing up my own files on my own media, as CCS does not store backups of the student files on its network. CCS does not provide, archive, or backup student email.
6. Privileges: I understand that using the computer network is a privilege I must earn and maintain. It is not a right. If I fail to use the computer properly or treat others respectfully online, I will lose that privilege and face disciplinary actions and my parents will be notified.
7. Sanctions for Misuse: Use of the Internet and any private or personally owned devices is contingent upon compliance with state and federal laws, and the user responsibilities outlined in this document. Violations may result in a loss of some or all privileges. Specific disciplinary actions involving student misuse will be determined by the Administration.
8. Acceptable Use Policy: Each student user of the Network or Internet must have a signed Acceptable Use Policy form on file.

APPENDIX B: PARENT AND STUDENT HANDBOOK SIGNATURE PAGE



COVENANT CLASSICAL SCHOOL
IN ALL THINGS CHRIST PREEMINENT

Parents and Guardians,

Please take time to read and review the 2017-2018 Parent and Student Handbook with your child. The handbook will be available on the website this year. Be sure to sign and return this form after you have reviewed the information contained within the handbook with your child. The form should be returned no later than August 28, 2017.

Thank you.

I acknowledge that I have reviewed the procedures and guidelines as presented in the Covenant Classical School 2017-2018 Parent and Student Handbook.

PRINT STUDENT NAME

GRADE

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE